DOCUMENT RESUME

ED 231 309 HE 016 373

| | |
|---|---|
| TITLE | First Annual Equal Postsecondary Educational Opportunity Status Report for the Period July 1, 1980-Fall, 1981. |
| INSTITUTION | Maryland State Board for Higher Education, Annapolis. |
| PUB DATE | Mar 83 |
| NOTE | 103p. |
| AVAILABLE FROM | Maryland Board for Higher Education, 16 Francis Street, Annapolis, MD 21401. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | Black Students; *College Desegregation; Degrees (Academic); Employment Patterns; *Enrollment Trends; Governing Boards; Postsecondary Education; *Racial Distribution; *State Colleges; *Statewide Planning; White Students |
| IDENTIFIERS | *Maryland |

ABSTRACT

The 1980-1981 report of the postsecondary desegregation progress in Maryland is presented. The goals of the 1980 plan and the status of attainment of the goals are discussed. Data are presented on enrollments, degrees granted, employment, and governing boards. Additionally, for each state institution, a chart provides information on goals and recommendations, current activities, and proposed activities. Highlights of the progress achieved include: black and white high school graduates continued to enter college at similar rates; black and white associate degree recipients transferred to four-year institutions at similar rates; three-quarters of the black graduates who transferred did so to a predominantly white institution; and generally, community college enrollments were reflective of the racial composition of the service area's high school graduates and total population. Highlights of areas of concern include: the percentage of black first-time graduate students declined from 13.6 percent in 1979 to 10 percent in 1981; there are several governing boards whose membership does not reflect the racial composition of their service areas; and black faculty in predominantly white institutions and black employees of state boards and state higher educational agencies need to be increased. The first part of the annual institutional report summary form is appended. (SW)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED231309

# FIRST ANNUAL

# EQUAL POSTSECONDARY

# EDUCATIONAL OPPORTUNITY

# STATUS REPORT

For the Period
July 1, 1980 - Fall, 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Md. State Board for H.E

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

State of Maryland

State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21401

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

NE 016373

March, 1983

State of Maryland

STATE BOARD FOR HIGHER EDUCATION

Thomas H. Maddux, Chairman

J. Harrison Ager, Vice Chairman

Gertrude H. Crist, Secretary

Dr. Thelma B. Cox

Bernard T. Devaney

Lucy Keker

Richard R. Kline

Hon. Mary L. Nock

Philip Pear

Louis L. Randall, M.D.

Harry K. Wells

---

Dr. Sheldon H. Knorr
Commissioner of Higher Education

The Maryland State Board for Higher Education is an Equal Opportunity/Affirmative Action Employer

TABLE OF CONTENTS


| | |
|---|---|
| Foreword | 7 |
| Executive Summary | 9 |
| Part I - Statistical Summary | 11 |
| Part II - Progress In Attainment Of Goals | 33 |
| Part III - Institutional Analyses | 51 |
| Appendix | 79 |

## FOREWORD

This is the first annual report of desegregation progress in the State of Maryland under the new Plan to Assure Equal Postsecondary Educational Opportunity : 1980-85.

Part One presents a statistical summary on enrollments, degrees granted, employment, and governing boards.

Part Two presents a discussion of the goals of the 1980 Plan and the status of attainment of the goals of the Plan.

Part Three, based on the reports of the institutions, presents data on their progress in the achievement of equal educational opportunity.

This report was prepared jointly by the Division of Research, Planning, and Information Systems and the Division of Equal Educational Opportunity/Institutional Approval and Evaluation. Dr. Joseph Durham, Cheryl Johnson, and Javier Miyares were responsible for the content and analysis of data.

Sheldon H. Knorr
Commissioner

## EXECUTIVE SUMMARY

The Plan to Assure Equal Postsecondary Educational Opportunity: 1980-85 requires an annual report on the progress of achieving equal educational opportunity goals. This report is the first assessment of progress under the plan and covers the period through Fall, 1981.

Highlights of the progress achieved:

- Black and white high school graduates continued to enter college at similar rates.
- Black and white associate degree recipients transferred to four-year institutions at similar rates. Further, three-quarters of the black graduates who transferred did so to a predominantly white institution.
- Generally, community college enrollments were reflective of the racial composition of the service area's high school graduates and total population.
- Frostburg, St. Mary's, Towson, the University of Baltimore and the University of Maryland - Baltimore County have met their 1985 undergraduate accessibility goals, and the four historically black institutions have made progress toward the attainment of the 1985 goals.
- In the professional schools, the University of Maryland - Baltimore City Law School has surpassed its 1985 goal for first year enrollment, and its School of Dentistry is progressing towards the attainment of its 1985 goals. The University of Baltimore Law School is also progressing towards its 1985 goal.
- The University of Maryland increased the enrollment of black students in its architecture, computer science and engineering programs.

Highlights of the areas of concern:

- The Baltimore City and College Park campuses of the University of Maryland made little progress toward the attainment of their 1985 undergraduate accessibility goals. The University of Maryland - Baltimore County black freshman enrollment, while still within the 1985 target range, decreased from 15.7% in 1979 to 13.6% in 1981. Salisbury's percentage of black freshmen in 1981 was the lowest this institution had reported since 1975.

- The percentage of black first-time graduate students declined from 13.6% in 1979 to 10% in 1981.
- The University of Maryland - Baltimore City School of Medicine black enrollment remained relatively stable at 5-6%.
- Continued study will be given to impact of the availability of Federal financial aid on student enrollments.
- There are several governing boards whose membership does not reflect the racial composition of their service areas.
- Black faculty in predominantly white institutions and black employees of State boards and State higher educational agencies need to be increased.

## PART I - STATISTICAL SUMMARY

This section contains descriptive data on the status of the State's public higher education institutions' equal educational opportunity efforts. Data on enrollments, degrees awarded and employees are presented below.

### ENROLLMENT

Tables 1 through 4 present trend data for 1979, 1980 and 1981 on the enrollment of black students in the State's public higher education institutions. In Fall 1981 black students represented 20.8% of all full-time undergraduates, down from 21.1% in 1980 and 21.8% in 1979. Similarly, the proportion of blacks among graduate students in 1981, 12.4%, was below the 1979 and 1980 levels of 13.1% and 13.3%, respectively. The proportion black among first-professionals in Fall 1981 was 7.2%, a slight increase from the 1979 and 1980 levels of 7.0% and 6.2% respectively. In terms of total headcount enrollment, the percentage of black students was 18.1% in Fall 1981, down from 18.9% in 1979.

### DEGREES AWARDED

Tables 5 through 10 present data for years 1979-80 and 1980-81 on the number of degrees awarded by academic program by the State's public colleges and universities. At all but the baccalaureate degree level the proportion of black degree recipients increased between 1979-80 to 1980-81. Table 11 shows data on degrees awarded to black students according to the predominent race of institutions awarding the degrees. In FY81, 50% of the bachelors degrees awarded to black students were awarded by historically white institutions - up from 28% in FY75. At the masters level, 42% of degrees awarded to black students were awarded by historically white institutions, up from 25% seven years earlier. Table 12 summarizes the trends in degrees awarded to black students since 1974. At all but the masters degree levels the number of degrees awarded to black students has increased at a larger rate than the number awarded to white students.

### EMPLOYEES

Tables 13 through 15 show data on full-time administrators, faculty and other professionals employed by the State's public higher education institutions for 1979 and 1981. The proportion of blacks among full-time administrators and faculty decreased from 22.9% and 10.5%, respectively, in 1979 to 19.8% and 9.4%, respectively in 1981. The proportion of black employees among other professionals however, increased from 12.8% to 13.3% over the same time span. Table 16 presents data on the racial composition of full-time employees of State agencies and boards associated with higher education. Statewide, in Fall 1981 11% of the administrators and 5% of the professionals employed by such agencies and boards were black.

TABLE 1

FULL-TIME UNDERGRADUATE ENROLLMENT

| Institution | 1979 Total | 1979 Black | 1979 % Black | 1980 Total | 1980 Black | 1980 % Black | 1981 Total | 1981 Black | 1981 % Black |
|---|---|---|---|---|---|---|---|---|---|
| COMMUNITY COLLEGES | | | | | | | | | |
| Allegany | 1142 | 31 | 2.7 | 1172 | 24 | 2.0 | 1240 | 27 | 2.2 |
| Anne Arundel | 2181 | 190 | 8.7 | 2219 | 171 | 7.7 | 2351 | 145 | 6.2 |
| Catonsville | 2471 | 540 | 21.9 | 2604 | 571 | 21.9 | 2573 | 566 | 22.0 |
| Cecil | 282 | 14 | 5.0 | 314 | 27 | 8.6 | 334 | 27 | 8.1 |
| Charles | 903 | 88 | 9.7 | 939 | 92 | 9.8 | 818 | 76 | 9.3 |
| Chesapeake | 422 | 52 | 12.3 | 478 | 70 | 14.6 | 489 | 82 | 16.8 |
| Com. Col. Balt. | 3663 | 2950 | 80.5 | 3657 | 2656 | 72.6 | 4011 | 3115 | 77.7 |
| Dundalk | 492 | 80 | 16.3 | 434 | 62 | 14.3 | 455 | 35 | 7.7 |
| Essex | 2478 | 211 | 8.5 | 2497 | 255 | 10.2 | 2616 | 265 | 10.1 |
| Frederick | 570 | 28 | 4.9 | 701 | 48 | 6.8 | 880 | 53 | 6.0 |
| Garrett | 330 | 12 | 3.6 | 354 | 17 | 4.8 | 312 | 8 | 2.6 |
| Hagerstown Jr. | 878 | 87 | 9.9 | 852 | 85 | 10.0 | 898 | 65 | 7.2 |
| Harford | 1213 | 144 | 11.9 | 1296 | 150 | 11.6 | 1308 | 134 | 10.2 |
| Howard | 612 | 76 | 12.4 | 675 | 85 | 12.6 | 776 | 84 | 10.8 |
| Mont.-Germantown | 277 | 6 | 2.2 | 301 | 9 | 3.0 | 410 | 14 | 3.4 |
| Mont.-Rock | 4545 | 255 | 5.6 | 4630 | 226 | 4.9 | 4563 | 152 | 3.3 |
| Mont.-Takoma Pk. | 1129 | 252 | 22.3 | 1207 | 330 | 27.3 | 1120 | 305 | 27.3 |
| Pr. George's | 4322 | 1411 | 32.6 | 4439 | 1413 | 31.8 | 4525 | 1371 | 30.3 |
| Wor-Wic Tech. | 196 | 56 | 28.6 | 209 | 62 | 29.7 | 207 | 53 | 25.6 |
| All Community Col. | 28106 | 6483 | 23.1 | 28978 | 6353 | 21.9 | 29886 | 6577 | 22.0 |

TABLE 1 (Cont'd)

FULL-TIME UNDERGRADUATE ENROLLMENT

| | 1979 | | | 1980 | | | 1981 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Black | % Black | Total | Black | % Black | Total | Black | % Black |
| ST. COLLEGES & UNIV. | | | | | | | | | |
| Bowie | 1375 | 1146 | 83.3 | 1292 | 1075 | 83.2 | 1216 | 1012 | 83.2 |
| Coppin | 2101 | 1955 | 93.1 | 1832 | 1722 | 94.0 | 1554 | 1448 | 93.2 |
| Frostburg | 2820 | 215 | 7.6 | 2839 | 242 | 8.5 | 2810 | 238 | 8.5 |
| Morgan | 3752 | 3448 | 91.9 | 3722 | 3411 | 91.6 | 3618 | 3349 | 92.6 |
| Salisbury | 2944 | 242 | 8.2 | 2879 | 233 | 8.1 | 2914 | 218 | 7.5 |
| St. Mary's | 1124 | 64 | 5.7 | 1105 | 58 | 5.2 | 1115 | 72 | 6.5 |
| Towson | 9546 | 1129 | 11.8 | 9633 | 1133 | 11.8 | 9410 | 1192 | 12.7 |
| Un. of Balt. | 1012 | 226 | 22.3 | 1007 | 235 | 23.3 | 1001 | 242 | 24.2 |
| All St. Colleges | 24674 | 8425 | 34.1 | 24309 | 8109 | 33.4 | 23638 | 7771 | 32.9 |
| UNIVERSITY OF MD. | | | | | | | | | |
| UMAB | 1160 | 85 | 7.3 | 1159 | 81 | 7.0 | 1199 | 96 | 8.0 |
| UMBC | 4698 | 858 | 18.3 | 4637 | 853 | 18.4 | 4874 | 786 | 16.1 |
| UMCP | 25092 | 1832 | 7.3 | 25100 | 1885 | 7.5 | 24822 | 1819 | 7.3 |
| UMES | 929 | 764 | 82.2 | 831 | 650 | 78.2 | 909 | 683 | 75.1 |
| All Univ. of Md. | 31879 | 3539 | 11.1 | 31727 | 3469 | 10.9 | 31804 | 3384 | 10.6 |
| Hist. Black Inst. | 8157 | 7313 | 89.7 | 7677 | 6858 | 89.3 | 7297 | 6492 | 89.0 |
| All Other 4-Yr. Inst. | 48396 | 4651 | 9.6 | 48359 | 4720 | 9.8 | 48145 | 4663 | 9.7 |
| All Institutions | 84659 | 18447 | 21.8 | 85014 | 17931 | 21.1 | 85328 | 17732 | 20.8 |

TABLE 2

GRADUATE ENROLLMENT
- FULL AND PART-TIME -

| Institution | 1979 Total | 1979 Black | 1979 % Black | 1980 Total | 1980 Black | 1980 % Black | 1981 Total | 1981 Black | 1981 % Black |
|---|---|---|---|---|---|---|---|---|---|
| ST. COL. & UNIV. | | | | | | | | | |
| Bowie | 830 | 307 | 37.0% | 730 | 263 | 36.0% | 664 | 237 | 35.7% |
| Coppin | 255 | 217 | 85.1% | 275 | 222 | 80.7% | 243 | 191 | 78.6% |
| Frostburg | 560 | 6 | 1.1% | 556 | 2 | .4% | 531 | 10 | 1.9% |
| Morgan | 520 | 329 | 63.3% | 488 | 307 | 62.9% | 468 | 270 | 57.7% |
| Salisbury | 596 | 90 | 15.1% | 623 | 96 | 15.4% | 569 | 69 | 12.1% |
| Towson | 1454 | 115 | 7.9% | 1411 | 121 | 8.6% | 1325 | 116 | 8.8% |
| Un. of Balt. | 1481 | 271 | 18.3% | 1582 | 320 | 20.2% | 1738 | 303 | 17.4% |
| All Col. & Un. | 5696 | 1335 | 23.4% | 5665 | 1331 | 23.5% | 5538 | 1196 | 21.6% |
| UNIVERSITY OF MARYLAND | | | | | | | | | |
| UMAB | 1356 | 110 | 8.1% | 1452 | 114 | 7.9% | 1532 | 117 | 7.6% |
| UMBC | 422 | 21 | 5.0% | 479 | 25 | 5.2% | 427 | 31 | 7.3% |
| UMCP | 7357 | 456 | 6.2% | 7550 | 529 | 7.0% | 7526 | 504 | 6.7% |
| UMES | 48 | 23 | 47.9% | 62 | 27 | 43.6% | 60 | 23 | 38.3% |
| All Univ. Md. | 9183 | 610 | 6.6% | 9543 | 695 | 7.3% | 9545 | 675 | 7.1% |
| Hist. Blk. Inst | 1653 | 876 | 53.0% | 1555 | 819 | 52.7% | 1435 | 721 | 50.2% |
| Other 4-Yr In. | 13226 | 1069 | 8.1% | 13653 | 1207 | 8.8% | 13648 | 1150 | 8.4% |
| ALL INSTIT. | 14879 | 1945 | 13.1% | 15208 | 2026 | 13.3% | 15083 | 1871 | 12.4% |

TABLE 3

FIRST PROFESSIONAL ENROLLMENT BY PROGRAM
- FULL AND PART-TIME -

| | 1979 | | | 1980 | | | 1981 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Black | % Black | Total | Black | % Black | Total | Black | % Black |
| Dentistry | 525 | 36 | 6.9% | 531 | 29 | 5.5% | 520 | 31 | 6.0% |
| Medicine | 715 | 43 | 6.0% | 715 | 39 | 5.5% | 712 | 38 | 5.3% |
| Law | | | | | | | | | |
| -Un. Balt. | 914 | 28 | 3.1% | 886 | 25 | 2.8% | 897 | 32 | 3.6% |
| -UMAB | 795 | 98 | 12.3% | 778 | 102 | 13.1% | 788 | 110 | 14.0% |
| -Total | 1709 | 126 | 7.4% | 1664 | 127 | 7.6% | 1685 | 142 | 8.4% |
| All First Prof. | 2949 | 205 | 7.0% | 2910 | 195 | 6.7% | 2917 | 211 | 7.2% |

TABLE 4
TOTAL HEADCOUNT ENROLLMENT
- FALL 1981 -

| Institution | Total | Black | % Black |
|---|---|---|---|
| COMMUNITY COLLEGES | | | |
| Allegany | 1996 | 35 | 1.8% |
| Anne Arundel | 8280 | 526 | 6.4% |
| Catonsville | 11545 | 1554 | 13.5% |
| Cecil | 1360 | 58 | 4.3% |
| Charles | 4003 | 344 | 8.6% |
| Chesapeake | 1729 | 148 | 8.6% |
| Com. Col. Balt. | 8336 | 6304 | 75.6% |
| Dundalk | 2320 | 124 | 5.3% |
| Essex | 9488 | 567 | 6.0% |
| Frederick | 2716 | 112 | 4.1% |
| Garrett | 648 | 8 | 1.2% |
| Hagerstown Jr. | 2361 | 130 | 5.5% |
| Harford | 4434 | 363 | 8.2% |
| Howard | 3330 | 335 | 10.1% |
| Mont.-Germantown | 2608 | 92 | 3.5% |
| Mont.-Rockville | 12114 | 447 | 3.7% |
| Mont.-Takoma Pk. | 3990 | 1034 | 25.9% |
| Prince George's | 14657 | 5262 | 35.9% |
| Wor-Wic Tech | 646 | 129 | 20.0% |
| All. Colleges | 96561 | 17572 | 18.2% |
| ST. COLLEGES & UNIV. | | | |
| Bowie | 2544 | 1625 | 63.9% |
| Coppin | 2234 | 2037 | 91.2% |
| Frostburg | 3609 | 266 | 7.4% |
| Morgan | 4692 | 4177 | 89.0% |
| St. Mary's | 1329 | 82 | 6.2% |
| Salisbury | 4352 | 389 | 8.9% |
| Towson | 15123 | 1729 | 11.4% |
| Un. of Balt. | 5306 | 945 | 17.8% |
| All St. Colleges | 39189 | 11250 | 28.7% |
| UNIV. OF MARYLAND | | | |
| UMAB | 4898 | 405 | 8.3% |
| UMBC | 6753 | 1001 | 14.8% |
| UMCP | 37528 | 2846 | 7.6% |
| UMES | 1129 | 790 | 70.0% |
| UMUC | 11260 | 1854 | 16.5% |
| All Univ. of Md. | 61568 | 6896 | 11.2% |
| Hist. Black Inst. | 10599 | 8629 | 81.4% |
| All Other Institt. | 186719 | 27089 | 14.5% |
| All Institutions | 197318 | 35718 | 18.1% |

TABLE 5

TRENDS IN DEGREES AWARDED BY PROGRAM
- CERTIFICATES -

| Program | 1979-1980 Black | 1979-1980 Total | 1979-1980 Black | 1980-1981 Black | 1980-1981 Total | 1980-1981 Black |
|---|---|---|---|---|---|---|
| Inter-Disciplinary | 0 | 1 | - | 0 | 0 | - |
| Business/Commerce Tech | 29 | 229 | 12.7% | 42 | 236 | 17.8% |
| Data Processing Tech | 19 | 153 | 12.4% | 18 | 204 | 8.8% |
| Hlth Svcs/Paramed Tech | 6 | 128 | 4.7% | 10 | 116 | 8.6% |
| Mechanical/Eng. Tech | 22 | 156 | 14.1% | 61 | 218 | 28.0% |
| Natural Sci. Tech | 9 | 80 | 11.3% | 10 | 93 | 10.8% |
| Public Service Tech | 20 | 152 | 13.2% | 32 | 172 | 18.6% |
| Total | 105 | 899 | 11.7% | 173 | 1039 | 16.7% |

TABLE 6

TRENDS IN DEGREES AWARDED BY PROGRAM
- ASSOCIATE -

| Program | 1979-1980 Black | 1979-1980 Total | 1979-1980 Black | 1980-1981 Black | 1980-1981 Total | 1980-1981 Black |
|---|---|---|---|---|---|---|
| Transfer Programs | 468 | 3056 | 15.3% | 491 | 2883 | 17.0% |
| Business/Commerce Tech | 240 | 1065 | 22.5% | 254 | 1107 | 22.9% |
| Data Processing Tech | 52 | 316 | 16.5% | 44 | 397 | 11.1% |
| Health Svcs/Para. Tech | 174 | 1299 | 13.4% | 144 | 1224 | 11.8% |
| Mechanical/Eng. Tech | 31 | 280 | 11.1% | 50 | 280 | 17.9% |
| Natural Science Tech | 6 | 64 | 9.4% | 8 | 55 | 14.6% |
| Public Service Tech | 151 | 625 | 24.2% | 141 | 525 | 26.9% |
| Total | 1122 | 6705 | 16.7% | 1132 | 6471 | 17.5% |

TABLE 7

TRENDS IN DEGREES AWARDED BY PROGRAM
- BACHELORS -

| Program | 1979-1980 Black | 1979-1980 Total | 1979-1980 Black | 1980-1981 Black | 1980-1981 Total | 1980-1981 Black |
|---|---|---|---|---|---|---|
| Agriculture | 3 | 287 | 1.0% | 12 | 311 | 3.9% |
| Architecture | 3 | 63 | 4.8% | 1 | 68 | 1.5% |
| Area Studies | 0 | 35 | - | 2 | 28 | 7.1% |
| Biological Sci. | 63 | 595 | 10.6% | 55 | 558 | 9.9% |
| Business/Management | 395 | 2480 | 15.9% | 406 | 2673 | 15.2% |
| Communications | 58 | 428 | 13.6% | 74 | 477 | 15.5% |
| Computer Science | 8 | 150 | 5.3% | 7 | 183 | 3.8% |
| Education | 291 | 1316 | 22.1% | 215 | 1139 | 18.9% |
| Engineering | 11 | 486 | 2.3% | 14 | 620 | 2.3% |
| Fine Art | 49 | 419 | 11.7% | 46 | 418 | 11.0% |
| Foreign Language | 9 | 94 | 9.6% | 4 | 81 | 4.9% |
| Health Professions | 147 | 958 | 15.3% | 109 | 937 | 11.6% |
| Home Ec. | 31 | 289 | 10.7% | 31 | 309 | 10.0% |
| Law | 0 | 6 | - | 2 | 14 | 14.3% |
| Letters | 69 | 408 | 16.9% | 60 | 351 | 17.1% |
| Mathematics | 21 | 125 | 16.8% | 38 | 154 | 24.7% |
| Physical Science | 27 | 202 | 13.4% | 19 | 207 | 9.2% |
| Psychology | 103 | 552 | 18.7% | 104 | 570 | 18.3% |
| Public Affairs | 158 | 580 | 27.2% | 119 | 526 | 22.6% |
| Social Science | 294 | 1563 | 18.8% | 240 | 1455 | 16.5% |
| Interdisciplinary | 185 | 1626 | 11.4% | 168 | 1677 | 10.0% |
| Total | 1925 | 12662 | 15.2% | 1726 | 12756 | 13.5% |

TABLE 8

TRENDS IN DEGREES AWARDED BY PROGRAM
- MASTERS -

| Program | 1979-1980 Black | 1979-1980 Total | 1979-1980 Black | 1980-1981 Black | 1980-1981 Total | 1980-1981 Black |
|---|---|---|---|---|---|---|
| Agriculture | 0 | 44 | - | 1 | 65 | 1.5% |
| Architecture | 5 | 10 | 50.0% | 2 | 5 | 40.0% |
| Area Studies | 0 | 5 | - | 0 | 8 | - |
| Biological Science | 1 | 66 | 1.5% | 1 | 73 | 1.4% |
| Business/Management | 53 | 389 | 13.6% | 54 | 418 | 12.9% |
| Communications | 4 | 68 | 5.9% | 2 | 33 | 6.1% |
| Computer Science | 0 | 29 | - | 0 | 31 | - |
| Education | 207 | 925 | 22.4% | 165 | 902 | 18.3% |
| Engineering | 0 | 89 | - | 1 | 86 | 1.2% |
| Fine Art | 2 | 25 | 8.0% | 2 | 34 | 5.9% |
| Foreign Language | 0 | 7 | - | 1 | 8 | 12.5% |
| Health Professions | 7 | 147 | 4.8% | 8 | 164 | 4.9% |
| Home Economics | 2 | 39 | 5.1% | 1 | 35 | 2.9% |
| Law | 0 | 0 | - | 0 | 1 | - |
| Letters | 3 | 36 | 8.3% | 2 | 30 | 6.7% |
| Library Science | 10 | 116 | 8.6% | 5 | 99 | 5.1% |
| Mathematics | 2 | 27 | 7.4% | 3 | 22 | 13.6% |
| Physical Science | 0 | 32 | - | 0 | 36 | - |
| Psychology | 19 | 114 | 16.7% | 18 | 120 | 15.0% |
| Public Affairs | 60 | 379 | 15.8% | 56 | 333 | 16.8% |
| Social Science | 13 | 117 | 11.1% | 9 | 106 | 8.5% |
| Interdisciplinary | 2 | 10 | 20.0% | 3 | 14 | 21.4% |
| Total | 390 | 2674 | 10.2% | 334 | 2623 | 12.7% |

TABLE 9

TRENDS IN DEGREES AWARDED BY PROGRAM
- DOCTORATES -

| Program | 1979-1980 Black | 1979-1980 Total | 1979-1980 Black | 1980-1981 Black | 1980-1981 Total | 1980-1981 Black |
|---|---|---|---|---|---|---|
| Agriculture | 0 | 20 | - | 1 | 9 | 11.1% |
| Area Studies | 0 | 4 | - | 0 | 4 | - |
| Biological Science | 2 | 39 | 5.1% | 0 | 23 | - |
| Business/Management | 0 | 1 | - | 0 | 8 | - |
| Computer Science | 0 | 7 | - | 0 | 9 | - |
| Education | 3 | 109 | 2.8% | 9 | 147 | 6.1% |
| Engineering | 0 | 15 | - | 0 | 17 | - |
| Fine Art | 1 | 7 | 14.3% | 0 | 4 | - |
| Foreign Language | 0 | 2 | - | 1 | 5 | 20.0% |
| Health Professions | 0 | 2 | - | 1 | 9 | 11.1% |
| Home Economics | 0 | 0 | - | 0 | 2 | - |
| Letters | 0 | 14 | - | 0 | 17 | - |
| Library Science | 0 | 2 | - | 0 | 1 | - |
| Mathematics | 0 | 11 | - | 0 | 8 | - |
| Physical Science | 1 | 35 | 2.9% | 0 | 43 | - |
| Psychology | 2 | 14 | 14.3% | 1 | 16 | 6.3% |
| Public Affairs | 0 | 10 | - | 1 | 13 | 7.7% |
| Social Sciences | 0 | 41 | - | 0 | 32 | - |
| Total | 9 | 333 | 2.7% | 14 | 367 | 3.8% |

TABLE 10

TRENDS IN DEGREES AWARDED BY PROGRAM
- FIRST-PROFESSIONAL -

| Program | 1979-1980 Black | 1979-1980 Total | 1979-1980 Black | 1980-1981 Black | 1980-1981 Total | 1980-1981 Black |
|---|---|---|---|---|---|---|
| Dentistry | 7 | 121 | 5.8% | 6 | 120 | 5.0% |
| Medicine | 15 | 181 | 8.3% | 8 | 182 | 4.4% |
| Law | 27 | 468 | 5.8% | 36 | 469 | 7.7% |
| Total | 49 | 770 | 6.4% | 50 | 771 | 6.5% |

TABLE 11

DEGREES AWARDED TO BLACK STUDENTS
BY TYPE OF INSTITUTIONS
- 7-YEAR TRENDS -

| | Baccalaureate | | Masters | |
|---|---|---|---|---|
| | Hist. Black | Other 4-Yr. | Hist. Black | Other 4-Yr. |
| FY 1975 | 72% | 28% | 75% | 25% |
| FY 1976 | 66% | 34% | 67% | 33% |
| FY 1977 | 61% | 39% | 68% | 32% |
| FY 1978 | 57% | 43% | 65% | 35% |
| FY 1979 | 51% | 49% | 63% | 37% |
| FY 1980 | 55% | 45% | 56% | 44% |
| FY 1981 | 50% | 50% | 58% | 42% |

TABLE 12

TRENDS IN DEGREES AWARDED
- 1975-1981 -

| | 74-75 | | 76-77 | | 78-79 | | 80-81 | | 7-Yr Change | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Black | White | Black | White | Black | White | Black | White | Black | White |
| Certificates | 41 | 373 | 59 | 727 | 121 | 823 | 173 | 785 | +322% | +110% |
| Associates | 732 | 5213 | 963 | 5314 | 1142 | 5455 | 1132 | 4917 | +55% | -6% |
| Bachelors | 1431 | 9683 | 1712 | 9479 | 1637 | 9984 | 1726 | 9931 | +21% | +3% |
| Masters | 498 | 1873 | 467 | 2279 | 366 | 2153 | 334 | 2003 | -33% | +7% |
| Doctorates | 10 | 212 | 18 | 287 | 20 | 295 | 14 | 286 | +40% | +35% |
| First-Professional | | | | | | | | | | |
| Dentistry | 6 | 111 | 8 | 115 | 4 | 125 | 6 | 107 | 0% | -4% |
| Medicine | 5 | 125 | 8 | 156 | 6 | 153 | 8 | 166 | +60% | +33% |
| Law | 25 | 507 | 30 | 392 | 31 | 428 | 36 | 428 | +44% | -16% |
| Total | 36 | 743 | 46 | 663 | 41 | 706 | 50 | 701 | +39% | -6% |

TABLE 13

FULL-TIME EMPLOYEES BY RACE
- EXECUTIVE/ADMINISTRATIVE/MANAGERIAL -

| | 1979 | | | 1981 | | |
|---|---|---|---|---|---|---|
| | Black | Total | % Black | Black | Total | % Black |
| COMMUNITY COLLEGES | | | | | | |
| Allegany | 0 | 10 | - | 0 | 10 | - |
| Anne Arundel | 0 | 16 | - | 0 | 32 | - |
| Catonsville | 1 | 36 | 2.8% | 2 | 39 | 5.1% |
| Cecil | 0 | 13 | - | Not | Avail. | |
| Charles | 0 | 13 | - | 0 | 12 | - |
| Chesapeake | 0 | 16 | - | Not | Avail. | |
| Com. Col. Balt. | 11 | 32 | 34.4% | 9 | 28 | 32.1% |
| Dundalk | 0 | 24 | - | 0 | 17 | - |
| Essex | 1 | 25 | 4.0% | 0 | 28 | - |
| Frederick | 1 | 18 | 5.6% | 0 | 21 | - |
| Garrett | 0 | 7 | - | 0 | 7 | - |
| Hagerstown | 0 | 15 | - | 0 | 17 | - |
| Harford | 0 | 21 | - | 0 | 30 | - |
| Howard | 2 | 22 | 13.6% | 4 | 21 | 19.0% |
| Mont-Cent. Admin. | 3 | 30 | 10.0% | 5 | 31 | 16.1% |
| -Rockville | 0 | 10 | - | 0 | 11 | - |
| -Takoma Park | 1 | 7 | 14.3% | 1 | 9 | 11.1% |
| -Germantown | 1 | 9 | 11.1% | 2 | 10 | 20.0% |
| Prince George's | 6 | 37 | 16.2% | 4 | 35 | 11.4% |
| Wor Wic Tech | 0 | 8 | - | 0 | 9 | - |
| Total Com. Coll. | 28 | 369 | 7.6% | 27 | 367 | 7.4% |
| STATE COLLEGES | | | | | | |
| Bowie | 31 | 42 | 73.8% | 28 | 38 | 73.7% |
| Coppin | 41 | 44 | 93.2% | 41 | 46 | 89.1% |
| Frostburg | 4 | 29 | 13.8% | 6 | 56 | 10.7% |
| Morgan | 94 | 107 | 87.9% | 70 | 84 | 83.3% |
| St. Mary's | 0 | 12 | - | 0 | 18 | - |
| Salisbury | 4 | 46 | 8.7% | 1 | 28 | 3.6% |
| Towson | 8 | 108 | 7.4% | 9 | 122 | 7.4% |
| Univ. of Balt. | 8 | 45 | 17.8% | 8 | 60 | 13.3% |
| Total St. Coll. | 190 | 433 | 43.9% | 163 | 452 | 36.1% |

TABLE 13 (Cont'd)

FULL-TIME EMPLOYEES BY RACE
- EXECUTIVE/ADMINISTRATIVE/MANAGERIAL -

| | 1979 | | | 1981 | | |
|---|---|---|---|---|---|---|
| | Black | Total | % Black | Black | Total | % Black |
| UNIVERSITY OF MARYLAND | | | | | | |
| UMAB | 5 | 76 | 6.6% | 5 | 82 | 6.1% |
| UMBC | 8 | 35 | 22.9% | 6 | 37 | 16.2% |
| UMCP | 14 | 176 | 8.0% | 18 | 213 | 8.5% |
| UMES | 15 | 21 | 71.4% | 19 | 25 | 76.0% |
| UMUC | 0 | 24 | - | 1 | 29 | 3.4% |
| UMCEES | 1 | 8 | 12.5% | 0 | 7 | - |
| UMCES | 2 | 8 | 25.0% | 1 | 3 | 33.3% |
| Total UM | 45 | 348 | 12.9% | 50 | 396 | 12.6% |
| Hist. Black Inst. | 181 | 214 | 84.6% | 158 | 193 | 81.9% |
| All Other Inst. | 82 | 936 | 8.6% | 82 | 1022 | 8.0% |
| Total Statewide | 263 | 1150 | 22.9% | 240 | 1215 | 19.8% |

TABLE 14

FULL-TIME EMPLOYEES BY RACE
- FACULTY -

| | 1979 | | | 1981 | | |
|---|---|---|---|---|---|---|
| | Black | Total | % Black | Black | Total | % Black |
| COMMUNITY COLLEGES | | | | | | |
| Allegany | 0 | 94 | - | 0 | 79 | - |
| Anne Arundel | 3 | 172 | 1.7% | 0 | 177 | - |
| Catonsville | 5 | 217 | 2.3% | 3 | 212 | 1.4% |
| Cecil | 0 | 21 | - | Not Available | | |
| Charles | 2 | 39 | 5.1% | 1 | 43 | 2.3% |
| Chesapeake | 2 | 27 | 7.4% | Not Available | | |
| Com. Col. Balt. | 39 | 155 | 25.2% | 39 | 147 | 26.5% |
| Dundalk | 3 | 45 | 6.7% | 3 | 47 | 6.4% |
| Essex | 1 | 166 | .6% | 2 | 167 | 1.2% |
| Frederick | 0 | 30 | - | 0 | 33 | - |
| Garrett | 0 | 22 | - | 0 | 22 | - |
| Hagerstown | 1 | 56 | 1.8% | 0 | 51 | - |
| Harford | 0 | 79 | - | 0 | 88 | - |
| Howard | 4 | 41 | 9.8% | 5 | 41 | 12.2% |
| Mont. - Cent. Admin. | 0 | 3 | - | 0 | 0 | - |
| - Rockville | 5 | 263 | 1.9% | 3 | 232 | 1.3% |
| - Takoma Park | 2 | 81 | 2.5% | 2 | 69 | 2.9% |
| - Germantown | 0 | 23 | - | 0 | 23 | - |
| Prince George's | 14 | 234 | 6.0% | 13 | 231 | 5.6% |
| Wor Wic Tech | 0 | 17 | - | 0 | 14 | - |
| All Com. Colleges | 81 | 1785 | 4.5% | 71 | 1676 | 4.2% |
| STATE COLLEGES | | | | | | |
| Bowie | 66 | 109 | 60.6% | 58 | 80 | 72.5% |
| Coppin | 81 | 137 | 59.1% | 75 | 116 | 64.7% |
| Frostburg | 3 | 181 | 1.7% | 5 | 205 | 2.4% |
| Morgan | 228 | 303 | 75.2% | 189 | 257 | 73.5% |
| St. Mary's | 1 | 65 | 1.5% | 1 | 67 | 1.5% |
| Salisbury | 6 | 185 | 3.2% | 5 | 176 | 2.8% |
| Towson | 10 | 461 | 2.2% | 13 | 446 | 2.9% |
| Univ. of Balt. | 3 | 126 | 2.4% | 5 | 137 | 3.7% |
| Total State Coll. | 398 | 1567 | 25.4% | 351 | 1484 | 23.7% |

TABLE 14 (Cont'd)

FULL-TIME EMPLOYEES BY RACE
- FACULTY -

| | 1979 | | | 1981 | | |
|---|---|---|---|---|---|---|
| | Black | Total | % Black | Black | Total | % Black |
| UNIVERSITY OF MARYLAND | | | | | | |
| UMAB | 39 | 721 | 5.4% | 33 | 747 | 4.4% |
| UMBC | 15 | 267 | 5.6% | 14 | 260 | 5.4% |
| UMCP | 59 | 1631 | 3.6% | 60 | 1837 | 3.3% |
| UMES | 34 | 78 | 43.6% | 38 | 87 | 43.7% |
| UMUC | 0 | 12 | - | 0 | 13 | - |
| UMCEES | 0 | 43 | - | 0 | 71 | - |
| UMCES | 33 | 199 | 16.6% | 33 | 176 | 18.8% |
| Total Univ. of Md. | 180 | 2951 | 6.1% | 178 | 3191 | 5.6% |
| Hist. Black Inst. | 409 | 627 | 65.2% | 360 | 540 | 66.7% |
| All Other Inst. | 250 | 5676 | 4.4% | 240 | 5811 | 4.1% |
| Total Statewide | 659 | 6303 | 10.5% | 600 | 6351 | 9.4% |

TABLE 15

FULL-TIME EMPLOYEES BY RACE
- OTHER PROFESSIONALS -

| | 1979 | | | 1981 | | |
|---|---|---|---|---|---|---|
| | Black | Total | % Black | Black | Total | % Black |
| COMMUNITY COLLEGES | | | | | | |
| Allegany | 0 | 0 | - | 0 | 15 | - |
| Anne Arundel | 3 | 18 | 16.7% | 2 | 19 | 10.5% |
| Catonsville | 5 | 44 | 11.4% | 5 | 53 | 9.4% |
| Cecil | 1 | 5 | 20.0% | Not Available | | |
| Charles | 2 | 21 | 9.5% | 2 | 25 | 8.0 |
| Chesapeake | 1 | 10 | 10.0% | Not Available | | |
| Com. Coll. Balt. | 22 | 46 | 47.8% | 26 | 52 | 50.0% |
| Dundalk | 0 | 5 | - | 1 | 16 | 6.3% |
| Essex | 2 | 30 | 6.7% | 2 | 20 | 10.0% |
| Frederick | 0 | 2 | - | 0 | 1 | - |
| Garrett | 0 | 0 | - | 0 | 0 | - |
| Hagerstown | 0 | 7 | - | 0 | 6 | - |
| Harford | 0 | 0 | - | 0 | 1 | - |
| Howard | 0 | 0 | - | 0 | 7 | - |
| Mont. - Cent. Admin. | 0 | 31 | - | 3 | 34 | 8.8% |
| - Rockville | 0 | 9 | - | 5 | 43 | 11.6% |
| - Takoma Park | 1 | 8 | 12.5% | 3 | 17 | 17.6% |
| - Germantown | 0 | 5 | - | 0 | 6 | - |
| Prince George's | 2 | 16 | 12.5% | 2 | 15 | 13.3% |
| Wor Wic Tech | 0 | 0 | - | 0 | 7 | - |
| Total Com. Coll. | 39 | 257 | 15.2% | 51 | 337 | 15.1% |
| STATE COLLEGES | | | | | | |
| Bowie | 7 | 15 | 46.7% | 11 | 23 | 47.8% |
| Coppin | 15 | 23 | 65.2% | 26 | 33 | 78.8% |
| Frostburg | 2 | 47 | 4.3% | 1 | 19 | 5.3% |
| Morgan | 35 | 47 | 74.5% | 34 | 48 | 70.8% |
| St. Mary's | 1 | 30 | 3.3% | 2 | 28 | 7.1% |
| Salisbury | 0 | 20 | - | 3 | 34 | 8.8% |
| Towson | 8 | 73 | 11.0% | 8 | 68 | 11.8% |
| Univ. of Balt. | 2 | 30 | 6.7% | 1 | 23 | 4.3% |
| Total State Coll. | 70 | 285 | 24.6% | 86 | 276 | 31.2% |

TABLE 15 (Cont'd)

FULL-TIME EMPLOYEES BY RACE
- OTHER PROFESSIONALS -

| | 1979 | | | 1981 | | |
|---|---|---|---|---|---|---|
| | Black | Total | % Black | Black | Total | % Black |
| UNIVERSITY OF MARYLAND | | | | | | |
| UMAB | 210 | 1891 | 11.1% | 231 | 2156 | 10.7% |
| UMBC | 14 | 109 | 12.8% | 14 | 125 | 11.2% |
| UMCP | 63 | 675 | 9.3% | 66 | 580 | 11.4% |
| UMES | 27 | 45 | 60.0% | 29 | 48 | 60.4% |
| UMUC | 4 | 66 | 6.1% | 2 | 67 | 3.0% |
| UMCEES | 0 | 12 | - | 0 | 10 | - |
| UMCES | 0 | 2 | - | 2 | 20 | 10.0% |
| Total Univ. of Md. | 318 | 2800 | 11.4% | 344 | 3006 | 11.4% |
| Hist. Black Inst. | 84 | 130 | 64.6% | 100 | 152 | 65.8% |
| All Other Inst. | 343 | 3212 | 10.7% | 381 | 3467 | 11.0% |
| Total Statewide | 427 | 3342 | 12.8% | 481 | 3619 | 13.3% |

TABLE 16

RACIAL COMPOSITION OF FULL-TIME EMPLOYEES
OF STATE AGENCIES AND BOARDS
ASSOCIATED WITH HIGHER EDUCATION
- FALL 1981 -

| | Exec/Admin/Manager. | | | Professional | | |
|---|---|---|---|---|---|---|
| | Black | Total | % Black | Black | Total | % Black |
| Bd. for Higher Ed. | 1 | 5 | 20.0% | 2 | 18 | 11.1% |
| Higher Ed. Loan Corp. | 0 | 1 | - | 0 | 4 | - |
| Scholarship Board | 1 | 5 | 20.0% | 0 | 0 | - |
| BTSUC | 0 | 4 | - | 1 | 38 | 2.6% |
| Bd. Com. Coll. | 1 | 7 | 14.3% | 0 | 0 | - |
| UM - Central Admin. | 2 | 24 | 8.3% | 2 | 43 | 4.7% |
| Total | 5 | 46 | 10.9% | 5 | 103 | 4.9% |

## PART II - PROGRESS IN ATTAINMENT OF GOALS

The State's new desegregation plan, A Plan to Assure Equal Postsecondary Education Opportunity; 1980-85, was adopted by the State Board for Higher Education in December, 1980. Replacing the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State which was issued in 1974, the new plan was developed by a ten member task force appointed by Dr. Sheldon Knorr, Commissioner, and chaired by J. Harrison Ager, now vice-chairman of the State Board for Higher Education. The task force was broadly composed of representatives of the State's public postsecondary institutions, of the executive and legislative branches of state government, and of the general public.

The Plan lists thirty-three goals to be achieved by 1985. There were also eight programmatic recommendations to be implemented. In developing the goals and programmatic recommendations, the task force was guided by the following principles: equal postsecondary educational opportunity should be ensured to all persons who can benefit from it, regardless of race; the viability of the State's historically black institutions should be preserved; the goals should build upon the 1974 Desegregation Plan; the goals should be consistent with the Maryland Statewide Plan for Postsecondary Education and its Annual Reviews; and the goals should be consistent, wherever possible, with the desegregation criteria of the U. S. Office of Civil Rights.

Under the 1974 Plan, the State Board for Higher Education published each year two reports on the State's progress in the achievement of equal education opportunity; the Annual Status Report (which was essentially statistical in nature with no analysis and evaluation) and the Mid-Year Status Report which included institutional reports and an overall evaluation of Statewide efforts. The 1980 Plan stipulates the preparation and publication of one report which would include a statistical summary as well as an evaluation of progress towards the goals, and recommendations, if needed, for corrective action.

The goals of the 1980 Plan are grouped under nine general areas:

1. Undergraduate accessibility
2. Graduate and first-professional accessibility
3. Enrollment in fields where blacks are underrepresented
4. Undergraduate retention

5. Student financial aid

6. Employment of administrators, faculty and professionals

7. Enhancement of historically black institutions

8. Governing boards

9. Evaluation and implementation of the Plan

UNDERGRADUATE ACCESSIBILITY

The 1974 Plan adopted goals for black undergraduates in terms of full-time enrollment. This approach, however, did not specifically address the retention problem. As a result, institutions were motivated to emphasize recruitment while retention remained secondary. By contrast, the 1980 Plan includes separate goals for black students entering the public higher education system (new freshmen and transfer students) and goals for improving the retention rate of black students.

GOAL 1: "Parity in the proportion of black and white high school graduates enrolling in public higher education institutions shall continue."

STATUS: The following table shows the estimated college going rates for the Spring 1981 high school graduates.

TABLE 17

ESTIMATED PROPORTION OF SPRING 1981 HIGH SCHOOL GRADUATES ENROLLING IN THE STATE PUBLIC HIGHER EDUCATION INSTITUTIONS

| | Black | White |
|---|---|---|
| Fall 1981 First-Time, Full-Time Maryland Resident Freshmen | 4371 | 14028 |
| Spring 1981 High School Graduates | 12752 | 44435 |
| College Entering Rate | 34.3% | 31.6% |

ASSESSMENT: The college entering rate continued to be higher for black high school graduates than for their white counterparts.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 2: "There shall be parity in the proportion of black and white students transferring from community colleges to four-year institutions who have completed the A.A. degree in a transfer program or who have earned 56 credit hours."

STATUS: Table 18 shows the transfer rates (as of Fall 1981) to the State public 4-year institutions of the FY81 A.A. degree recipients from community colleges. Data are presented for graduates of vocational/technical programs as well as of transfer programs. Table 19 shows the type of institutions AA degree recipients transferred to.

TABLE 18
TRANSFER RATES TO FOUR-YEAR INSTITUTIONS
OF A.A. RECIPIENTS FROM COMMUNITY COLLEGES

| | | Black | White | Total |
|---|---|---|---|---|
| AA in Voc. Tech. programs in FY81 | | 641 | 2722 | 3588 |
| Trans. to 4-Yr Public Instit by Fall 81 | # | 138 | 352 | 525 |
| | % | 21.5% | 12.9% | 14.6% |
| AA in Transfer Programs in FY81 | | 474 | 2100 | 2744 |
| Trans. to 4-Yr Public Inst. by Fall 81 | # | 134 | 829 | 1007 |
| | % | 28.3% | 39.5% | 36.7% |
| All AA Recipients in FY81 | | 1115 | 4822 | 6332 |
| Trans. to 4-Yr Public Instit by Fall 81 | # | 272 | 1181 | 1532 |
| | % | 24.4% | 24.5% | 24.2% |

TABLE 19
TYPE OF INSTITUTION COMMUNITY COLLEGE
AA DEGREE RECIPIENTS TRANSFERRED TO

| | | Black | White | Total |
|---|---|---|---|---|
| AA Recipients Who Trans. to 4-Yr Instit | # | 272 | 1181 | 1532 |
| | % | 100% | 100% | 100% |
| To Historically Black Institutions | # | 71 | 29 | 105 |
| | % | 26.1% | 2.5% | 6.9% |
| To Other 4-Year Institutions | # | 201 | 1152 | 1427 |
| | % | 73.9% | 97.5% | 93.1% |

ASSESSMENT: The transfer rates of black and white AA recipients for all programs combined were equal. However, the transfer rate of white graduates from transfer programs was higher than the transfer rate of their black counterparts. The reverse was true of graduates of vocational/technical programs. The type of institution students transferred to is of particular interest. As Table 19 shows, 74% of the black 2-year program graduates who transferred did so to a traditionally white institution. This is encouraging when compared to the proportion of black freshmen who enrolled in Fall 1981 in traditionally white institutions - 37%. This rate might be partly related to the relatively high age of the black transfer students - 29 years.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 3: "The proportion of the first-time full-time freshmen enrolled in each community college who are black shall be (or continue to be) at least equal to the proportion of black community college service area public high school graduates."

STATUS: Table 20 displays data on the Fall 1981 community colleges' first-time, full-time freshman enrollment by race. This table also includes the proportion of black students among the May 1981 public high school graduates of each community college's service area.

ASSESSMENT: The proportion of black public high school graduates in ten of the 16 service areas was within 3 percentage points of the proportion of blacks among the first-time, full-time students in the corresponding community colleges. Anne Arundel, Charles, Chesapeake, CCB, Prince George's and Wor-Wic were the community colleges enrolling a disproportionately low number of black freshmen. CCB and P.G. enrollments may be affected by the geographical proximity of a historically black institution (Coppin and Bowie, respectively).

RECOMMENDED CORRECTIVE ACTION: None

GOAL 4: "The racial composition of the part-time enrollment in each community college shall reflect (or continue to reflect) the racial composition of the community college service area."

STATUS: Table 21 shows the part-time enrollments in community colleges for Fall 1981.

ASSESSMENT: Anne Arundel, Charles, Chesapeake and Wor-Wic Tech Community Colleges' proportions of part-time black enrollments were the least reflective of their service areas' black population. The black enrollment in the other community colleges was at most two percentage points lower than the percentage black in the service area population.

TABLE 20

FIRST-TIME, FULL-TIME FRESHMEN IN COMMUNITY COLLEGES
- FALL 1981 -

| Institution | Total | Black | % Black | Spring 1981 H. S. Grads % Black* |
|---|---|---|---|---|
| Allegany C.C. | 382 | 5 | 1.3% | 1.4% |
| Anne Arundel C.C. | 1058 | 78 | 7.4% | 13.5% |
| Cecil C.C. | 112 | 12 | 10.7% | 5.6% |
| Charles C.C. | 360 | 41 | 11.4% | 27.3% |
| Chesapeake C.C. | 216 | 38 | 17.6% | 25.4% |
| Com. Coll. of Balt. | 1388 | 1055 | 76.0% | 83.2% |
| Frederick C.C. | 498 | 27 | 5.4% | 6.4% |
| Garrett C.C. | 130 | 7 | 5.4% | .0% |
| Hagerstown Jr. Coll. | 384 | 20 | 5.2% | 2.5% |
| Harford C.C. | 460 | 57 | 12.4% | 9.5% |
| Howard C. C. | 277 | 29 | 10.5% | 13.3% |
| Prince George's C.C. | 1712 | 569 | 33.2% | 41.4% |
| Wor-Wic Tech. C.C. | 175 | 50 | 28.6% | 34.2% |
| Com. Col. of Balt. Co. | | | | |
| Catonsville C.C. | 909 | 215 | 23.7% | 7.6% |
| Dundalk C. C. | 162 | 6 | 3.7% | |
| Essex C. C. | 985 | 106 | 10.8% | |
| All Balt. Co. | 2056 | 327 | 15.9% | 8.3% |
| Montgomery College | | | | |
| Germantown | 163 | 8 | 4.9% | |
| Rockville | 1870 | 52 | 2.8% | |
| Takoma Park | 413 | 128 | 31.0% | |
| All Mont. College | 2446 | 188 | 7.7% | 8.9% |

* Percent black of the public high school graduates in service area. The service area of the community colleges is the county in which they are located except:

Catonsville C.C.: Baltimore and Carroll Counties
Charles C. C.: Charles, Calvert and St. Mary's Counties
Chesapeake C.C.: Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties
Wor-Wic Tech. C.C.: Wicomico, Worcester and Somerset Counties

TABLE 21

PART-TIME ENROLLMENT IN COMMUNITY COLLEGES
- FALL 1981 -

| | Total | Black | % Black | Svc. Area Population* % Black |
|---|---|---|---|---|
| Allegany C.C. | 756 | 8 | 1.1% | 1.6% |
| Anne Arundel C.C. | 5929 | 381 | 6.4% | 11.6% |
| Cecil C.C. | 1026 | 31 | 3.0% | 5.3% |
| Charles C.C. | 3185 | 268 | 8.4% | 19.1% |
| Chesapeake C.C. | 1240 | 66 | 5.3% | 21.6% |
| Com. Coll. Balt. | 4325 | 3189 | 73.7% | 54.8% |
| Frederick C.C. | 1836 | 59 | 3.2% | 5.5% |
| Garrett C.C. | 336 | 0 | - | .2% |
| Hagerstown Jr. C. | 1463 | 65 | 4.5% | 4.2% |
| Harford C.C. | 3126 | 229 | 7.3% | 8.3% |
| Howard C.C. | 2554 | 251 | 9.8% | 11.7% |
| Pr. George's C.C. | 10132 | 3891 | 38.4% | 37.3% |
| Wor-Wic Tech C.C. | 439 | 76 | 17.3% | 25.1% |
| C.C. of Balt. Co. | | | | |
| Catonsville C.C. | 8972 | 988 | 11.0% | 3.5% |
| Dundalk C.C. | 1865 | 89 | 4.8% | |
| Essex C.C. | 6872 | 302 | 4.4% | |
| All Balt. Co. C.C. | 17709 | 1379 | 7.8% | 8.2% |
| Montgomery College | | | | |
| Germantown | 2198 | 78 | 3.5% | |
| Rockville | 7551 | 295 | 3.9% | |
| Takoma Park | 2870 | 729 | 25.4% | |
| All Montgomery C.C. | 12619 | 1102 | 8.7% | 8.8% |

*1980 U.S. Census. Data published by the Maryland Department of State Planning, January 1982 ("1980 Census Profile: Population and Housing Characteristics for Maryland Counties").

For definition of service area see footnote to Table 20.

RECOMMENDED CORRECTIVE ACTION: The community colleges must develop and implement strategies to attract additional part-time black students from their service area.

GOAL 5: This goal established the percentage of other-race first-time, full-time freshmen the public four-year institutions should attain by 1985.

STATUS: Table 22 shows trends in first-time, full-time freshman enrollment in the public four-year institutions.

ASSESSMENT: The four historically black institutions have made continuous progress for the last three years in reducing their proportional black freshman enrollment. Coppin has already achieved its 1985 goal. If Morgan sustains its current rate of progress, by 1985 it should be within 2 percentage points of its goal. Bowie, however, is unlikely to achieve its 1985 goal unless it dramatically increases the current rate of progress. As Table 19 indicates, Bowie's main obstacle to achieving its goal is its declining freshman enrollment. At the current rate of progess, UMES should attain its 1985 goal on schedule.

Among the other 4-year institutions, Frostburg, St. Mary's, Towson and UMBC have already met their 1985 goals. It should be noted that Frostburg and UMBC had met their 1980 goals under the 1974 desegregation plan while Towson and St. Mary's had not. The increase in the proportion of black freshmen in St. Mary's has been particularly significant, from 4% in 1979 and 1980 to 9% in 1981. UMBC even though still within the 1985 range, shows a consistent downward trend; if it continues, it should be expected that by next year UMBC will fall short of its goal, the first time this would happen since Maryland adopted its first desegregation plan. Furthermore, UMBC might lose the "critical mass" needed to sustain its desegregation effort. Salisbury's percentage of black freshmen in 1981 was the lowest this institution has reported since 1975. UMCP continues to remain basically stable at 8-9%. Given its size, some dramatic progress in the next four years will be necessary if it is to achieve its 1985 goal.

The percentage of blacks among entering freshmen in the public four-year institutions in Fall 1981 was 24.2%. This compares favorably with the proportion of blacks among the May 1981 high school graduates - 20.9%, and with the 1985 goal: 24-26%.

RECOMMENDED CORRECTIVE ACTION: The segments (where appropriate) and the institutions must maintain momentum toward achieving the 1985 goal.

TABLE 22

FIRST-TIME, FULL-TIME FRESHMAN
ENROLLMENT IN PUBLIC FOUR-YEAR INSTITUTIONS

| Institution | 1979 Total | 1979 Black | 1979 % Black | 1980 Total | 1980 Black | 1980 % Black | 1981 Total | 1981 Black | 1981 % Black | 1985 Goals % Black |
|---|---|---|---|---|---|---|---|---|---|---|
| ST. COL. & UNIV. | | | | | | | | | | |
| Bowie | 344 | 319 | 92.7% | 293 | 265 | 90.4% | 281 | 253 | 90.0% | 71% |
| Coppin | 477 | 460 | 96.4% | 359 | 344 | 95.8% | 380 | 354 | 93.2% | 95% |
| Frostburg | 737 | 71 | 9.6% | 750 | 80 | 10.7% | 718 | 66 | 9.2% | 8% |
| Morgan | 864 | 834 | 96.5% | 805 | 766 | 95.2% | 898 | 846 | 94.2% | 88% |
| St. Mary's | 350 | 14 | 4.0% | 306 | 12 | 3.9% | 319 | 30 | 9.4% | 8% |
| Salisbury | 712 | 60 | 8.4% | 622 | 60 | 9.7% | 620 | 41 | 6.6% | 8-10% |
| Towson | 2078 | 255 | 12.3% | 2033 | 293 | 14.4% | 1898 | 291 | 15.3% | 13-16% |
| All St. Col. & Univ. | 5562 | 2013 | 36.2% | 5168 | 1820 | 35.2% | 5114 | 1881 | 36.8% | 34-35% |
| UNIVERSITY OF MARYLAND | | | | | | | | | | |
| UMBC | 1387 | 217 | 15.6% | 1390 | 218 | 15.7% | 1271 | 173 | 13.6% | 13-16% |
| UMCP | 5163 | 420 | 8.1% | 4596 | 411 | 8.9% | 4362 | 375 | 8.6% | 10-12% |
| UMES | 352 | 297 | 84.4% | 229 | 186 | 81.2% | 308 | 242 | 78.6% | 75% |
| All Univ. of Md. | 6902 | 934 | 13.5% | 6215 | 815 | 13.1% | 5941 | 790 | 13.3% | 15-18% |
| Hist. Black Inst. | 2037 | 1910 | 93.8% | 1686 | 1561 | 92.6% | 1867 | 1695 | 90.8% | 86% |
| All Other 4-Yr Inst | 10427 | 1037 | 10.0% | 9697 | 1074 | 11.1% | 9188 | 976 | 10.6% | 11-13% |
| Four-Year Total | 12464 | 2947 | 23.6% | 11383 | 2635 | 23.2% | 11055 | 2671 | 24.2% | 24-26% |

GOAL 6: By 1985 the proportion of full-time undergraduate students who are black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to 12% and 16-17%, respectively.

STATUS: Table 1 (Full-Time Undergraduate Enrollment) shows the proportion of full-time black undergraduates at the University of Baltimore and the University of Maryland at Baltimore for years 1979 to 1981. As of Fall 1981 this proportion stood at 24.2% (UB) and 8% (UMAB).

ASSESSMENT: The University of Baltimore has surpassed its goal throughout the 1979 to 1981 period. The University of Maryland at Baltimore has made progress towards achieving its goal during this period.

RECOMMENDED CORRECTIVE ACTION: The University of Maryland at Baltimore must identify procedures and strategies which will be instrumental in assisting the institution to move closer to the achievement of the 1985 goal.

GRADUATE AND FIRST-PROFESSIONAL ACCESSIBILITY

The 1974 Plan established graduate and first-professional other-race enrollment goals in terms of full-time enrollment only. However, by 1979 part-time students were close to two-thirds of all graduate/first-professional enrollment. Indeed, it is increasingly atypical for graduate students to be enrolled full-time throughout the entire time of their study. As a consequence of this trend, the 1980 Plan sets graduate and first-professional other-race enrollment goals in terms of both full and part-time enrollment.

GOAL 7: "By 1985 the proportion of black State residents who graduate from public undergraduate four-year institutions in the State and enter public institutions for graduate study or professional training in the State shall be (or continue to be) equal to the proportion of white State residents who graduate from such undergraduate institutions and enter such institutions for graduate study or professional training."

STATUS: In FY 81 the State public 4-year institutions awarded 1,726 bachelor's degrees to black students; 128 of these students were enrolled in Fall 1981 in the State's public institutions as graduate/first-professional students - 7.4%

In FY 81 the State public 4-year institutions awarded 9,931 bachelor's degrees to white students; 676 of these students were enrolled in Fall 1981 in the State's public institutions as graduate/first-professional students - 6.8%

ASSESSMENT: This goal is being met.

RECOMMENDED CORRECTIVE ACTION: None

GOAL 8: This goal established the percentage of other-race first-time graduate students the State higher education segments should obtain by 1985.

STATUS: The following table shows the percentage of black first-time graduate students enrolled in the public four-year institutions in Fall 1981. The 1985 segmental goals are included as well.

TABLE 23
FIRST-TIME GRADUATE ENROLLMENT

| | Fall 1979 | Fall 1981 | | | 1985 Goal |
|---|---|---|---|---|---|
| | % Black | Total | Black | % Black | % Black |
| Bowie | | 77 | 21 | 27.3% | |
| Coppin | | 3 | 2 | 66.7% | |
| Frostburg | | 42 | 2 | 4.8% | |
| Salisbury | | 36 | 8 | 22.2% | |
| Towson | | 72 | 13 | 18.1% | |
| Univ. of Balt. | | 333 | 57 | 17.1% | |
| Total, BTSUC | 24.3% | 563 | 103 | 18.3% | 20.24% |
| Morgan | 52.2% | 67 | 31 | 46.3% | 50% |
| UMAB* | | 403 | 29 | 7.2% | |
| UMBC | | 57 | 3 | 5.3% | |
| UMCP | | 1343 | 71 | 5.3% | |
| UMES | | 7 | 4 | 57.1% | |
| Total, UM | 8.6% | 1810 | 107 | 5.9% | 10-12% |
| All Instit. | 13.6% | 2440 | 241 | 9.9% | 15-18% |

*First-time enrollment data not available; "less than one year" data were used.

ASSESSMENT: The percentage of black first-time graduate students declined from 14% in 1979 to 10% in 1981. Data presented to assess the previous goal showed similar rates in enrollment in graduate programs for black and white bachelor's degree recipients. It appears that a large segment of the first year graduate enrollment is made up of out-of-State students and/or bachelor's degree recipients who had delayed the continuation of their education. Morgan has already reached its 1985 other-race graduate enrollment goal.

RECOMMENDED CORRECTIVE ACTION: Given its array of graduate programs and the size of its enrollment, the University of Maryland must increase its black graduate enrollment. Institutions in the Board of Trustees segment must identify and

implement individual and collective strategies which will enable these schools to achieve their segmental goal.

GOAL 9: This goal established the percentage of black students in the entering class the professional schools should attain by 1985.

STATUS: In lieu of data on the entering class (which are not collected by SBHE), Table 24 displays data on the enrollment in the professional schools classified as "less than one year."

TABLE 24

FIRST-YEAR ENROLLMENT IN FIRST-PROFESSIONAL PROGRAMS
FULL AND PART-TIME

| | 1979 | | | 1980 | | | 1981 | | | 1985 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Tot. | Bl. | % Bl. | Tot. | Bl. | % Bl. | Tot. | Bl. | % Bl. | Goals % Black |
| Dentistry | 142 | 7 | 4.9 | 138 | 6 | 4.4 | 114 | 10 | 8.8 | 10-12% |
| Medicine | 181 | 13 | 7.2 | 178 | 9 | 5.1 | 179 | 10 | 5.6 | 10-12% |
| Law | | | | | | | | | | |
| Un. Balt. | 336 | 12 | 3.6 | 316 | 9 | 2.9 | 351 | 18 | 5.1 | 10% |
| UMAB | 254 | 33 | 13.0 | 253 | 32 | 12.7 | 246 | 42 | 17.1 | 10-15% |
| Total | 590 | 45 | 7.6 | 569 | 41 | 7.2 | 597 | 60 | 10.1 | |
| All First-Profess. | 913 | 65 | 7.1 | 885 | 56 | 6.3 | 890 | 80 | 9.0 | |

ASSESSMENT: All professional programs showed progress toward the 1985 goal. The proportion of first-year black students in the dentistry program doubled between 1980 and 1981. This increase was due to a combination of an increase in the number of black students and a decrease in the total number of students. As of 1981, then, UMAB's dentistry program is 1 percentage point short of attaining its 1985 goal. The UMAB's Law School increased its proportion of first-year black students by more than four percentage points. In 1981 this program already surpassed its 1985 goal. The University of Baltimore Law School increased its proportion of first-year black students by 2 percentage points; as of 1981 then this program is half-way in attaining its 1985 goal. Progress in UMAB's medicine program however was rather small: at the current rate it is unlikely to reach its 1985 goal.

RECOMMENDED CORRECTIVE ACTION: The University of Maryland professional schools must continue to develop and implement strategies designed to increase enrollment in the professional schools.

ENROLLMENT IN FIELDS WHERE BLACKS ARE UNDERREPRESENTED

Some fields such as education and social science have traditionally drawn heavy concentrations of black students. Some other fields such as computer science and engineering have not drawn heavy black enrollment. The 1980 Plan identified the small number of blacks in technical/scientific fields as a problem in achieving equal postsecondary educational opportunity and, therefore, set goals for recruitment efforts of blacks in these areas as well as a goal for the retention of blacks in these areas of study.

GOAL 10: "Four-year institutions shall focus special recruitment efforts on enrolling and graduating black students in technical/scientific areas at the undergraduate as well as the graduate level."

STATUS: Tables 7 through 9 show bachelors, masters and doctorate degrees awarded by race by program for 1979-80 and 1980-81.

ASSESSMENT: At the bachelors level, of those fields considered technical/scientific (architecture, biological sciences, computer sciences, engineering, physical sciences) only engineering had an increase in the number of black students receiving degrees between 1979-80 and 1980-81. At the masters level black graduates increased in engineering, remained stable in biological sciences, and decreased in architecture during the period 1979-80 to 1980-81. At the doctoral level black graduates decreased in biological sciences and physical sciences during 1979-80 to 1980-81.

RECOMMENDED CORRECTIVE ACTION: The segments and institutions must identify and implement strategies to attract larger numbers of blacks into scientific fields. At the graduate level, the Other Race Grants might be restricted to the support of graduate students in scientific/technical fields.

GOAL 11: "The University of Maryland shall present specific plans and goals for increasing retention in the fields of architecture, computer and information sciences and engineering to a level such that total black enrollment in these fields is consistent with the 1979 full-time, first-time black enrollment, which equaled 9.2%, in these fields."

STATUS: Table 25 shows data on the University of Maryland's undergraduate enrollments in Architecture, Computer and Information Sciences and Engineering for years 1979 through 1981.

ASSESSMENT: Table 25 shows that during the 1979-81 period, the University of Maryland has made limited progress towards achieving this goal.

TABLE 25

UNIVERSITY OF MARYLAND UNDERGRADUATE ENROLLMENTS IN ARCHITECTURE, COMPUTER AND INFORMATION SCIENCES, AND ENGINEERING

| | | 1979 | | | 1980 | | | 1981 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Program | Instit. | Total | Black | % Black | Total | Black | % Black | Total | Black | % Black |
| Architecture | UMCP | 298 | 11 | 3.7% | 261 | 14 | 5.4% | 205 | 8 | 3.4% |
| Comp. Sci. | UMCP | 1063 | 90 | 8.5% | 1309 | 111 | 8.5% | 1517 | 133 | 8.8% |
| | UMBC | - | - | - | 2 | 0 | - | 71 | 10 | 14.1% |
| | UMES | - | - | - | 18 | 13 | 72.2% | 39 | 27 | 69.2% |
| Engineering | UMCP | 3721 | 192 | 5.2% | 4186 | 241 | 5.8% | 3996 | 212 | 5.3% |
| | UMES | 27 | 12 | 44.4% | 25 | 10 | 40.0% | 45 | 19 | 42.2% |
| Total UMCP | | 5082 | 293 | 5.8% | 5756 | 366 | 6.4% | 5718 | 353 | 6.2% |
| Total UM | | 5109 | 305 | 6.0% | 5801 | 389 | 6.7% | 5873 | 409 | 7.0% |

RECOMMENDED CORRECTIVE ACTION: The University of Maryland must continue to identify strategies that will increase black retention in the fields of architecture, computer and information services, and engineering.

UNDERGRADUATE RETENTION

Retention data (goals 12 and 13) is currently being analyzed and will be available in Spring 1983.

In 1982, the Board published a two-volume study, Retention, Progression and Transfer at Maryland Public Four-Year Institutions.

STUDENT FINANCIAL AID

When the 1980 Plan was developed, the State Board for Higher Education staff was directed (goal 14) to conduct a study (a) to ascertain the extent to which black students are denied access to undergraduate, graduate, and first-professional degrees because adequate financial aid is not available; and (b) to estimate the amount of financial aid funding is necessary for implementation of recommendations of the 1980 Plan.

The requested study has been completed and has been forwarded to the legislative fiscal committees.

EMPLOYMENT OF ADMINISTRATORS, FACULTY AND PROFESSIONALS

Goals 15 to 21 address problems related to the employment of black administrators, faculty and professionals at the State public higher education institutions. Specifically, these goals set general principles for institutional affirmative action programs. Tables 13 through 16 show employment data for 1981. Part III of this Report includes institutional reports which evaluate on-going affirmative action efforts.

ENHANCEMENT OF HISTORICALLY BLACK INSTITUTIONS

The enhancement of the State's four historically black institutions is an important goal in the 1980 Plan.

GOAL 22: "The State Board for Higher Education, with the cooperation of the Task Force and the institutional and segmental governing boards shall undertake a comprehensive study of the State's four historically black institutions to determine within the areas of general administration, program, faculty, support services, student aid, facilities, and general financial support the special needs that must be met in order to enhance these institutions. Further, this study shall be conducted in the areas cited above, based on evaluation criteria developed by representatives from the public postsecondary institutions. The study shall be completed by April 1, 1981."

ASSESSMENT: As directed by the 1980 Plan, the State Board for Higher Education undertook a study of the four historically black institutions. The study began in January, 1981, and was completed in August, 1981.

The overall purpose of the Enhancement Study was to determine what financial resources need to be allocated to the historically black institutions in order to permit them to function as full-fledged participants in a unitary system of higher education.

The overall findings of the study were that the historically black institutions were generally deficient in needed equipment, equipment maintenance, and supplies. The faculties of the historically black institutions are generally well prepared, but are severely hampered because of the lack of faculty development funds for maintaining contact with professional colleagues and keeping abreast of current trends in their respective disciplines.

Using the findings of the Enhancement Study consultants, the SBHE staff and institutional representatives developed fiscal recommendations for the historically black institutions over a five year period.

For Fiscal Year 1983, the recommendation was for $6.1 million. Of this amount, the institutions actually were allocated the following:

Bowie State College - $70,000
Coppin State College - $230,000
Morgan State University - $750,000
University of Maryland - Eastern Shore - $0

In FY84, $5.3 million was requested. This amount represents a resubmission by the institutions of requests for items which were not funded in FY83. For the remaining years of the enhancement effort a total of $13.4 million for equipment, equipment maintenance, supplies, faculty development, and personnel is needed to maintain or repair essential equipment.

RECOMMENDATION: The State Board for Higher Education will continue to support the full funding of the enhancement fiscal recommendations.

GOVERNING BOARDS

GOAL 23: "The Governor should continue at least the present rate of appointment of black persons to Statewide and segmental boards with a membership reflecting the State's racial distribution and to local boards with a membership reflecting the racial distribution of the service area; and should increase the appointment of black persons to those local boards with a membership which does not reflect the racial distribution of the service area."

STATUS: Table 26 shows the racial distribution (as of October 1981) of boards associated with Maryland public higher education.

TABLE 26
RACIAL COMPOSITION OF BOARDS
ASSOCIATED WITH HIGHER EDUCATION
- FALL 1981 -

| | Total N | Black N | Black % | Service Area Population % Black |
|---|---|---|---|---|
| **Statewide Boards** | | | | |
| SBHE | 11 | 3 | 27.3% | |
| Higher Ed Loan Corp | 11 | 1 | 9.1% | |
| St. Scholar. Bd. | 9 | 2 | 22.2% | |
| **Segmental Boards** | | | | |
| Bd Regents-UM | 15 | 2 | 13.3% | |
| BTSUC | 11 | 2 | 18.2% | |
| Bd Regents-Morgan | 12 | 8 | 66.7% | |
| Bd Trstee-St. Mary | 12 | 1 | 8.3% | |
| St Bd for Com Col. | 8 | 2 | 25.0% | |
| **Local Boards** | | | | |
| Allegany | 7 | 0 | - | 1.6% |
| Anne Arundel | 8 | 1 | 12.5% | 11.6% |
| Balt. Co. Com. Col. | 9 | 1 | 11.1% | 8.2% |
| Cecil | 7 | 1 | 14.3% | 5.3% |
| Charles | 7 | 1 | 14.3% | 19.1% |
| Chesapeake | 10 | 1 | 10.0% | 21.6% |
| Com. Col. Balt. | 7 | 4 | 57.1% | 54.8% |
| Frederick | 7 | 1 | 14.3% | 5.5% |
| Garrett | 7* | 0 | - | .2% |
| Hagerstown | 7 | 0 | - | 4.2% |
| Harford | 7 | 0 | - | 8.3% |
| Howard | 7 | 3 | 42.9% | 11.7% |
| Montgomery Coll. | 8 | 1 | 12.5% | 8.8% |
| Prince George's | 8 | 1 | 12.5% | 37.3% |
| Wor-Wic Tech | 7 | 1 | 14.3% | 25.1% |

Note: Service area population from 1980 U. S. Census
* One Seat is vacant

ASSESSMENT: The 1980 Census showed that the State's population was 22.7% black. Of the statewide and segmental boards, the racial composition of the Higher Education Loan Corporation, the Board of Regents of the University of Maryland and the Board of Trustees of St. Mary's College is not reflective of the State's population. Among the local boards, the trustees of Chesapeake, Harford, Prince George's and Wor-Wic Tech community colleges do not reflect the racial composition of their service areas' population.

RECOMMENDED CORRECTIVE ACTION: The segments and institutions must support appointments that will ensure that board memberships are representative of the racial composition of the service areas involved.

EVALUATION AND IMPLEMENTATION OF THE PLAN

The State Board for Higher Education has the responsibility for coordinating and monitoring the 1980 Plan. Goals 24 through 33 specify particular areas of this responsibility.

GOAL 24: "The SBHE shall continue to have and exercise the central responsibility for coordinating and monitoring the effective implementation of the Task Force recommendations."

GOAL 25: "The SBHE shall continue to collect the data necessary to monitor and evaluate progress towards the goals recommended by the Task Force."

GOAL 26: "The SBHE shall continue to recommend corrective actions that are related to the implementation of this report."

GOAL 27: "The SBHE shall continue to participate in the resolution of conflicts that pertain to equal opportunity."

GOAL 28: "The SBHE shall continue to conduct longitudinal studies on issues related to black participation in higher education."

GOAL 29: "The SBHE shall continue to serve as a repository of campus and segment affirmative action plans."

GOAL 30: "The SBHE shall continue to evaluate the impact on equal postsecondary educational opportunity of new academic program and facility proposals."

GOAL 31: "The SBHE shall prepare and publish an Annual Equal Postsecondary Educational Opportunity Status Report. This Report shall include a statistical summary on enrollments, degrees granted, employment and governing boards; an evaluation of progress towards the goals recommended by the Task Force; institutional reports in a format provided by the SBHE; and recommendations for corrective action."

GOAL 32: "The SBHE shall include an evaluation of efforts to insure equal postsecondary educational opportunity and the results of these efforts in the SBHE institutional evaluation process."

GOAL 33: "The SBHE shall include equal postsecondary educational opportunity concerns in the special inter-institutional reviews of existing programs."

ASSESSMENT: These goals are being implemented through the ongoing activities of the Board and its staff in the area of research, data-gathering, and program evaluation.

RECOMMENDATION: The Board and its staff will continue its monitoring through the implementation of Goals 24 through 33.

## PART III - INSTITUTIONAL ANALYSIS

The Plan to Assure Equal Postsecondary Educational Opportunity 1980-1985 contains programmatic recommendations in addition to numerical goals. Each institution developed activities under the programmatic recommendations in their implementation plans. These are activities which will help the institutions achieve their numerical goals. Each institution was asked to fill out a form (Appendix A) describing progress to date in the implementation of its programmatic activities. The charts at the end of this section are summaries of the material included in each institution's submission.

The following is an assessment of the programmatic activities for (1) undergraduate accessibility, (2) graduate/first professional accessibility, (3) enrollment in fields where blacks are underrepresented, (4) student retention, and (5) administrative/ professional staff and faculty.

### UNDERGRADUATE ACCESSIBILITY

Each institution currently has activities planned on an annual basis to recruit other-race students. The most widely used recruitment strategies include visits to high schools, participation in college nights, visits to local community colleges, and direct mailings to potential students. Several schools such as Towson State University and Salisbury State College mentioned using currently enrolled students as student recruiters. These students accompany the Admissions Office staff on visits. The University of Maryland - College Park makes extensive use of black alumni as identifiers of potential black students.

All of the institutions plan to continue their current recruitment activity and expand the activities where possible. Funding may hamper the expansion of activities.

RECOMMENDATION: It is recommended that those institutions which do not currently use students as recruiters or do not use alumni as identifiers of potential students consider such activities. Current students and alumni can provide an inexpensive way of marketing the institution. Potential students may be able to get a better picture of what the institution is like from talking with students and alumni.

### GRADUATE AND FIRST PROFESSIONAL ACCESSIBILITY

Each institution currently has activities planned on an annual basis to recruit other-race students. At the graduate/first professional level recruitment is mainly the responsiblity of each department. Faculty, staff and students attend career and graduate school days, (Morgan State University, Towson State University and University of Baltimore) and/or make

presentations to groups who are interested in specific fields (Bowie State College, UMAB). Direct mailings to students who have taken the appropriate entrance examination are also widely used (UMCP, UMAB). The medical and dental schools of UMAB have extensive recruitment programs that begin with junior high school students and extend to pre-med/pre-dent clubs at the colleges. Many of these activities are federally funded. Each institution mentioned the Other Race Grant Program for Graduate and Professional School Students as a means of attracting other-race students to their campuses. The need for additional scholarships, fellowships and/or assistantships for minority students was mentioned by several institutions (UMAB, UMBC, UMCP).

All of the institutions plan to continue their current recruitment activity and expand the activities where possible. Funding may hamper the expansion of activities.

RECOMMENDATION: It is recommended that UMAB consider making alternative plans to fund its recruitment programs in the event that the federal funding expires.

ENROLLMENT IN FIELDS WHERE BLACKS ARE UNDERREPRESENTED

Activity in this area is focused on contacting and counseling students who have expressed an interest in the sciences, architecture or computer science. (Morgan State University, Bowie State College, Towson State University, UMCP) Institutions also focus attention on contacting and counseling students who have high SAT scores or high grades in high school but may not have decided on a major. (Coppin State College)

The School of Engineering and the School of Architecture at UMCP make extensive use of faculty and currently enrolled students in recruiting students to these areas. Both schools have black student organizations. The School of Engineering has a Center for Minorities and Science and Engineering which works with junior and senior high school students.

The UMES-UMAB honors program serves as a mechanism to attract black students to the science fields. UMES students who successfully complete the pre-medical or pre-dental track of the program are guaranteed places in the UMAB medical or dental school.

Each institution plans to continue its current activity and expand the activities where possible. Morgan State University, Bowie State College and Coppin State College are planning major renovations of their science facilities and/or equipment. Once these renovations are completed, the institutions believe more students will choose to major in the science fields.

Many minority students lack information on the academic background necessary to major in the sciences and technical fields in college.

RECOMMENDATION: It is recommended that institutions which currently do not have activities that involve junior or senior high school students consider implementing such activities. An example of an activity could be a science department open house.

UNDERGRADUATE RETENTION

Each institution conducts a variety of activities to foster student retention. Most frequently these activities include the use of predictive indices for placement in freshmen classes, offering developmental courses in mathematics, reading and writing, tutorial services in specific courses, extensive counseling of students found deficient at mid-semester, and follow-up of non-returning students. Each institution has a learning resource center where students can seek assistance in basic skills and/or specific courses.

Several institutions have retention committees (Bowie State College, UMAB). The UMCP Human Relations Office sponsors numerous activities to make the campus more hospitable to black students. Towson has offered a course on Racism.

Each institution plans to continue its current retention activities and expand activities where possible. Towson State University has been selected to participate in a three year National Center For Higher Eduation Management Systems project to improve retention.

The State Board for Higher Education, April 1982 report on Retention, Progression and Transfer at Maryland Public Four-Year Institutions indicates in Table 10 that for the entering class of 1979, both Frostburg State College and St. Mary's College of Maryland had higher retention rates for black students than for white students.

RECOMMENDATION: It is recommended that other institutions contact the staff of Frostburg State College and St. Mary's College of Maryland to find out the characteristics of these successful retention programs.

EMPLOYMENT OF ADMINISTRATORS, FACULTY AND PROFESSIONALS

All of the institutions recruit administrative professional staff and faculty through national publications such as The Chronicle for Higher Education, professional journals, The Baltimore Sun, The Washington Post, and the Afro-American. Other frequently used methods to recruit faculty and staff include mailings to predominantly black colleges, black professional organizations, recruitment at professional conferences, or direct contact with individuals who may be in a position to recommend

candidates. Current black faculty and staff are used in the search committee process and affirmative action officers monitor the search and selection process.

Some institutions cited special problems in finding minority staff and faculty. For example, St. Mary's College has difficulty recruiting black staff and faculty because of its rural location. The UMAB professional schools have difficulty attracting black faculty because few blacks in medicine, dentistry or law have a desire to teach in these fields.

All of the institutions indicated that fewer positions were available.

RECOMMENDATION: It is recommended that each institution make its current black faculty who qualify aware of the State Board for Higher Education Henry C. Welcome Fellowships.

BOWIE STATE COLLEGE
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Bowie goal is 29%. | Contact with local high schools, churches, government offices, offices. | Increased communication with community, area high schools, newsletters, contacts with community leader; articulation with area community colleges |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%. | Broad distribution of catalogs, leaflets, presentations to faculty, intense Other Race Grant advertising Bowie Industry Cluster. | Increasing number of off-campus units. Marketing Committee at work. Follow-up surveys of graduate students. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | College has focused special recruitment in these areas. A special program is offered to improve math and science skills. A five-year program in Engineering is offered with University of Maryland and George Washington University. | Generic Nursing and Computer Science Programs contemplated; Bachelor of Technology degree being considered. Special summer program for students interested in Engineering. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | The Retention Committee is currently revising its recommendations. The Director of Counseling has been assigned to coordinate college-wide retention efforts. A survey of former students was conducted to obtain better data on retention. | Retention workshops will be implemented on a regular basis. |
| Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect. | Bowie uses a wide variety of professional journals, newspapers and direct mailings to appropriate educational institutions when filling faculty and administrative positions. | Continuation of current activities. |

COPPIN STATE COLLEGE
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Coppin's goal is 5%. | Admission's staff visits Baltimore metropolitan high schools. Special emphasis has been placed on recruiting high school honor students. Limited merit scholarships are available to attract high ability students. | Coppin will continue to work with principals and counselors in City schools. Admission's Office will concentrate on "undecided" students with higher SAT scores. |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%. | A concentrated recruitment plan is being implemented by the Graduate Division to recruit at the undergraduate colleges in the region. | Continuation of current activity. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | Coppin has pre-dental, pre-medical, pre-engineering and pre-pharmacy programs. Faculty recruitment efforts have been directed to high school students who indicate an interest in these areas. | Plans are underway to utilize the recently appropriated enhancement funds for the upgrading of the science laboratories. This should make more students attracted to majors in the sciences. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Competency testing, provision of developmental courses, tutorial services, follow-up of non-returning students. | Competency testing, the identification of deficiencies in each of the basic skills and provision of developmental courses will continue. |
| Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect. | Coppin advertises vacancies for faculty and administrative staff in professional journals and local newspapers. | Continuation of current activities. |

## FROSTBURG STATE COLLEGE

| Goals and Recommendations | Current Activities | Proposed Activities |
|---|---|---|
| By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Frostburg's goal is 8%. | Minority Admission Counselor visits high schools with large black populations. Attends college fairs in Baltimore, Washington, DC, Long Island, Pittsburgh. Works with community organizations. | Plans are being made to involve black alumni in the recruitment of black students. |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%. | Undergraduate students are made aware of graduate school opportunities. Graduate programs are advertised in the student newspapers of predominantly black colleges/universities. | Continuation of current activities. Efforts will be continued to secure fellowships to support minority students in Biology, Wildlife Management, Fisheries Management. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | Emphasis is given by the Minority Admissions Counselor and the Office of Minority Affairs on the scientific and technical programs Frostburg offers. Students are made aware of the Cooperative Frostburg-University of Maryland program in engineering. | Continuation of current activity. Frostburg will study the dual degree arrangement between Coppin and UMAB in pharmacy and dentistry for possible adoption. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | The Student Affairs Office provides counseling services, career planning services, and freshman orientation sessions. The Program for Academic Support and Studies administers the Freshman Basic Skills Placement Examinations and places students in developmental courses. With Special Student Services students receive tutoring, have access to the Learning Resource Center and are exposed to special cultural events designed to motivate them. | Each office plans to expand its current activities. In particular, the Office of Minority Affairs plans to expand its Positive Enhancement Program--a program designed to boost morale. |

FROSTBURG STATE COLLEGE

| Goals and Recommendations | Current Activities | Proposed Activities |
| --- | --- | --- |
| | The Office of Admissions attempts to recruit black students with the most potential for success. The Office of Minority Affairs provides counseling services, assigns advisors to black freshmen, provides cultural events, and works with black student organizations. | |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Vacancies are advertised in national publications, local newspapers, Baltimore-Washington newspapers. | Continuation of current activities. |

MORGAN STATE UNIVERSITY
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Morgan's goal is 12%. | Intensive recruiting, special publications, new programs. Employment of Recruiting Specialists. | Continuation of current activities. |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. Morgan's goal is 50%. | Intensive recruiting both in-state and out-of-state by graduate school staff and faculty at career days and graduate school fairs. | Vice President for Academic Affairs and Graduate Dean will continue monitoring this goal. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | High ability students are counseled in career opportunities in the sciences and related fields. | Engineering Physics and Computer Science have been requested as Programs. These programs should attract large number of students if implemented. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Developing and using predictive indices for admission; recruitment of higher ability students; establishment of Learning Resources Center; study of why students in good academic standing fail to return. | VP Academic Affairs and VP for University Planning and Operations will study monitoring data for possible review of the predictive indices. |
| Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect. | Vacancies are advertised in national publications and metropolitan newspapers in the Baltimore-Washington area. | The vacant Affirmative Action Office position will be filled. |

SALISBURY STATE COLLEGE
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Salisbury goal is 8-10%. | Intensive recruitment in Baltimore-Washington area. Added female black counselor to assist in recruitment. Use of black Salisbury students on recruitment trips. | Use of black students as student recruiters to accompany admissions staff. Out reach to black community through churches, youth groups, clubs and other organizations. |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%. | Graduate programs are advertised in local newspapers. Information on graduate programs is sent out to colleges in Maryland. | It is anticipated that new programs such as MBA will attract new students. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | At Salisbury black enrollment in science/technical fields approximates their overall percentage of representation in general student body. Director of Minority Affairs is involved in direct monitoring of black academic progress and counsels students on academic majors and career opportunities. | Expansion of current activities to include a program of inviting black alumni back to the campus to share their career experiences. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | SSC conducts freshman testing, developmental studies; reading, writing, and math centers; deficiency mid-semester report. | Studies of the use of exit interviews and surveys of former students are underway. A review of the mandatory faculty advising system is also scheduled. |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Salisbury currently advertises vacancies in national publications, major metropolitan newspapers, professional organizations. Local news media also keeps abreast of college's effort to hire black faculty and and staff. | Continuation of current activities. |

TOWSON STATE UNIVERSITY
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. Towson's goal is 13-16%. | Visits to public high schools in metropolitan Baltimore. Visits to private and parochial high schools with large black student population Black students accompany admission staff. | Recruitment efforts to expand to Mid-Atlantic major metropolitan areas such as Philadelphia, New York, Washington,D.C. due to an increase in dormitory space. |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. BTSUC goal is 20-24%. | Visits to Morgan, Coppin and Bowie annual senior days. | Recruitment of new graduate students from other states. In Fall, 1983 dorm space will be available for graduate students. Black prospects will be especially targeted. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | Labels were purchased from the College Board of all black high school students in Maryland who indicated an interest in the sciences. These students were sent information on Towson and invited to the Science Information Day. | Continuation of current activities. Use of career counseling staff to provide more information on career opportunities in the sciences. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Competency testing, identification of weaknesses, provision of courses to develop skills. TRIAD orientation program introduces students to the campus. Tutorial Service Center and Reading Lab provides tutoring. | Towson has been selected to participate in a three year NCHEMS project. There is a Campus Course on Racism which is concerned about retention. Also new students will sign-up for an advising session in fall prior to pre-registration for spring. |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Position vacancies are advertised in national publications, local newspapers and at black colleges and universities. | Position vacancies will be circulated to informal contacts who are likely to know of potential black candidates. |

61

UNIVERSITY OF BALTIMORE
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36. UB (16-17%) | Presently recruit students from all the State Community Colleges. | Continuation of current activities. |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UB (20-24%) | Visits to local colleges career and professional school days. | Continuation of current activities. |
| By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to 10%. | Annual "Minority Students Law Forum" | Initiation of a "Pre-Law Advance Forum" to assist advisors in providing information regarding the application process and curriculum. Advisors are expected from Maryland, D.C. and surrounding states. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Retention counselors provide advisement to academically deficient students. The Academic Resource Center provided optional non credit remedial/developmental services such as individual, small group and classroom instruction in the basic skills. Math review course now being offered. | Remedial/Developmental activities will continue through the Academic Resource Center. |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Each search committee now has black representation. A new in-house publication, "Guidelines for Search Committees" stresses the University's commitment to fair practices in hiring and recruiting minority applicants. | Continuation of current activities. Expansion of advertising efforts. |

UMCP
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. UMCP goal is 10-12%. | Wide variety of recruitment activities conducted by Office of Undergraduate Admissions and the Divisions. Examples include:<br>1. PALMS Summer Program<br>2. Minority Focus Day<br>3. Voluntary Council for Equal Opportunity<br>4. Minority Scholars Recognition Program<br>5. Project Future Search<br>6. Open House for Academically Talented<br>7. Network of Black Alumni<br>8. Minority Freshmen Weekend | Continuation and expansion of current activities. |
| By 1985 the proportion of other-race students amont the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMCP goal is 10-12%. | Each department recruits graduate students. Other Race Grants, fellowships and assistantships are used to attract students. | An honor society for graduate minority students is planned; special assignments in housing for minority graduate students. Increase in minority fellowships. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | The College of Engineering is associated with the Voluntary Council for E.O. The Council sponsors a program of Pipeline Clubs. | In Computer Science, the Department plans to establish several scholarships for minority students. These scholarships will provide housing and aid for 11th grade students to attend a six weeks summer session. They will earn 6 hours of academic credit. In Engineering, the Center for Minorities in Science and Engineering will work to identify and recruit students. |

63

UMCP
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| The University of Maryland shall present specific plans and goals for increasing retention in the fields of architecture, computer and information sciences and engineering to a level such that total Black enrollment in these fields is consistent with the 1979 full-time, first-time Black enrollment, which equaled 9.2% in these fields. | In addition to campus and division activities, retention activities related to these fields include:<br>1. Faculty member serves as a liaison with minority students in Architecture.<br>2. Minority Architectural Society provides assistance in physics and math.<br>3. Tutorial service in math is provided by Computer Science Department.<br>4. Tutorial services are available in the College of Engineering.<br>5. Black Engineering Society serves as a support group for students. | Establishment of mentor system in Computer Science. Establishment and expansion of Center for Minorities in Science and Engineering. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | The campus has hired a Director of Office of Student Minority Education. A study of factors promoting or inhibiting retention is underway. Various cultural & recreational activities underway. Each division provides a variety of tutorial services. Special orientation/ advising/registration programs for students individually admitted. Special reading, writing, math tests given and students not permitted to modify course schedules without consent of their advisors. | Continuation and expansion of current activities. |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Vacancies are advertised in national and professional publications, metropolitan newspapers, announcements are mailed to black colleges. | Continuation of current activities. |

64

71

72

UMAB School of Pharmacy
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36. UMAB goal is 12%. | Current recruitment activities include:<br>1. Health Careers Opportunity Program<br>2. Dual degree program with Coppin<br>3. Dual degree program with Morgan<br>4. Increased personal contact with black applicants. | Continuation of current activities |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMAB goal is 10-12%. | Current activity includes a fellowship for a minority graduate student, and contacts with various black colleges. | Continuation of current activities |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level. | Same as above | Same as above |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Current activities include:<br>1. The new hiring of a retention specialist.<br>2. The Summer School Program has been revised so that it is now a credit course in Pharmaceutical Chemistry. | Current activities include:<br>1. Initiating a student tutoring program<br>2. Study groups for minority students.<br>3. Counseling services will be increased. |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Vacancies are advertised in professional journals, national publications and metropolitan newspapers. | Continuation of current activities |

UMAB School of Social Work and Community Planning
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMAB goal is 10-12%. | Intensive recruitment activities are undertaken at all black undergraduate institutions in the State. | Expansion of recruitment efforts to out-of-state black schools. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Retention of black students continues to surpass that of white students 92% vs 90% respectively. | Continuation of current Student Support Program for minority students. |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Vacancies are advertised in national publications, professional journals, metropolitan newspapers, black professional social work organizations. | Will continue to seek black faculty and staff when vacancies occur. |

UMAB ALLIED HEALTH
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36. UMAB goal is 12%. | Activities used to recruit students include:<br>1. Health Careers Institute<br>2. Pre health clubs<br>3. Handbook for high school counselors and teachers<br>4. UMAB/Baltimore City Public Schools Health Careers Awareness Project<br>5. 4H Teen Conference<br>6. Youth Motivation Task Force at UMES<br>7. High School recruitment visits | Proposed activities include:<br>1. High school counselors workshop<br>2. Pre Health Honor Society<br>3. Allied Health Open House |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | Same as above | Same as above |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Current retention activities include:<br>1. Tutorial Assistance<br>2. Early identification of students in academic difficulty<br>3. Academic counseling<br>4. Learning resource center<br>5. Junior/Senior mentorsystem | Increase the level of support for tutorial assistance. |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Vacancies are advertised in professional journals, national publications, and metropolitan newspapers. | Continuation of current activity. |

UMES
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. UMES goal is 25%. | A campus wide recruitment committee was established to advise on and evaluate recruitment activities of the Admissions Office. Special mailings are used to reach white students. White staff, faculty and students are used in recruitment activities. | Continue current activities |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMES goal is 10-12%. | Graduate departments recruit students. Graduate students are used as recruiters. | Continuation of current activities. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | The UMES-UMAB Honors Program serves as the primary vehicle for attracting blacks to professional areas where there has been underrepresentation. UMES also has a General Honors program for academically talented students. | Continuation of current activities. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Counseling Center staff contacts students who are on academic probation or who appear to be in academic difficulty. Center also communicates with parents and students between semesters. UMES also has an Ad Hoc Committee on Student Retention. Extensive counselling and follow-up of ADP students. | Increased counselling sessions, more comprehensive career counselling. |
| Each institution shall commit itself to affirmative action principles in tenure and promotion decisions. The segments shall monitor the implementation of these principles and report to the SBHE. The SBHE shall evaluate segmental reports on tenure and promotion decisions and report any adverse effect. | Vacancies are advertised in national publications through national organizations, local newspapers, Baltimore-Washington newspapers. | Maintain current activities. |

UMBC
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of the first-time full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. UMBC goal is 13-16%. | Visits to schools having high minority enrollments, direct mailings to high ability minority students. Staff continued to work with several community and school programs. Minority students visited campus. | Continued contact with minority rich high schools, campus advisory committee on minority recruiting. |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMBC Goal is 10-12%. | Visits to local colleges. Attraction of minority students through Minority Fellowships and Other Race Grants. | Continuation of current activities. Hire a graduate school recruiter when funds become available. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graudating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level. | Office of Admissions with the assistance of faculty and students made extensive efforts to inform prospective minority students with appropriate background of opportunities in the sciences and related fields through school visits, personal contacts, mail contacts, campus visits. | UMBC will work with UMAB to encourage black high school students to enter these fields. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Various developmental services are provided in the Learning Resource Center. Federally funded Special Services Project designed to aid academically and financially disadvantaged students. | UMBC will continue the Learning Resource Center and the federally funded Special Services Project Chancellor has appointed a retention Commission. |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Vacancies are advertised in national publications, Baltimore-Washington newspapers. Office of Human Relations monitors the placement of advertisements, the interview process and the selection of candidates. | UMBC has targeted Sociology and Psychology as the two departments for stepped-up recruitment. However, these departments have no vacant faculty lines. |

UMAB SCHOOL OF MEDICINE
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39. UMAB goal is 10-12%. | Current recruitment activities include:<br>1. Self identification by students<br>2. College Board Search Service<br>3. Identification through high school teachers or counselors.<br>4. Medical Minority Applicant Registry<br>5. PreMed Clubs<br>6. Career Days<br>7. College recruitment trips<br>8. Health Careers Institute<br>9. Professional Research Training<br>10. College Preparatory Seminar<br>11. Biomedical Summer Research Apprenticeship Program<br>12. Open House<br>13. Health Careers Awareness Project<br>14. Interprofessional Studies Institute<br>15. UMES-UMAB Honors Program<br>16. Research on Factors of Medical School Selection<br>17. Chancellor's Committee on Recruitment and Retention of Minority Students | Continuation of current activities |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level. | Same as above | Same as above |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.[1] | | |

71

[1] Although this goal refers to undergraduate students the retention of full-time professional school students is especially important.

UMAB SCHOOL OF MEDICINE
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Current recruitment strategies include advertising through professional journals, newspapers, and special minority locater services, direct inquiries to other schools. | Continuation of current activities |

UMAB SCHOOL OF NURSING
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of full-time undergraduate students who are Black enrolled in the University of Maryland at Baltimore and the University of Baltimore shall be at least equal to the goals shown in Table 36. UMAB goal is 12%. | Current recruitment strategies include:<br>1. Financial aid (need based)<br>2. Committee on Public Relations and Recruitment and Retention of Students from Minority Groups held a career day, launched a program for high school counselors.<br>3. A minority senior student was employed to help in interviewing black applicants.<br>4. A public relation specialist was hired to develop recruitment materials for blacks.<br>5. At the graduate level, the School of Nursing had an exhibit booth at the Maryland Nurses Convention and the D.C. Nurses Convention. | Continuation of current activities |
| By 1985 the proportion of other-race students among the first-time graduate students enrolled in the public institutions in the State shall be at least equal to the goals shown in Table 38. UMAB goal is 10-12%. | Above activities used to recruit graduate students. | Same as above |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Current retention activities include:<br>1. Peer tutoring for junior year minority students<br>2. Writing skills seminars, test taking and study skills classes<br>3. Counseling services<br>4. Parents Day<br>5. Formation of the Black Student Nurses Association<br>6. Faculty advisement<br>7. Faculty development program to help faculty work with minority students. | Continuation of current activities. |

UMAB School of Nursing
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Current recruitment activities include:<br>1. Blacks on search committees<br>2. Advertising in publication or other media forms which serve blacks<br>3. Contacting other deans of nursing schools. | Continuation of current activities |

UMAB SCHOOL OF LAW
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39. UMAB goal is 10-15%. | Current recruitment activities include<br>1. Use of BALSA members as recruitment volunteers.<br>2. Use of the Law School Candidate Referral Service.<br>3. Use of pamphlet describing the UMAB minority program.<br>4. Spring reception for minority applicants.<br>5. Reception at Dean's home for accepted black applicants.<br>6. Use of black alumni to refer potential applicants. | Continuation of current activities. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level. | Same as above | Same as above |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.[1] | | |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Current recruitment strategies include:<br>1. Review of the credentials of all minority applicants who are on file with the AALS.<br>2. Interview black candidates at Annual AALS meeting. | Continuation of current activities |

[1] Although this goal refers to undergraduate students, the retention of full-time professional school students is equally important.

UMAB School of Dentistry
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of Blacks in the entering class of the public professional schools in the State shall be at least equal to the goals shown in Table 39. UMAB goal is 10-12%. | Current activities for recruiting students includes:<br>1. Operation Dental Career<br>2. Health Career Institute<br>3. College Preparatory Seminars<br>4. Inter professional Studies Institute<br>5. Pre Professional and Research Training<br>6. Dental Career Day<br>7. UMES-UMAB Honors Program<br>8. The Subcommittee on Dental Student Recruitment<br>9. Dual Degree Program with Coppin<br>10. College recruitment visits | 1. Development of a dual degree program with Morgan.<br>2. Seminars for high school teachers and counselors.<br>3. High School Graduates seminar<br>4. Pre Dental Clubs |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/Scientific areas at the undergraduate as well as the graduate level. | Same as above | Same as above |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students.[1] | Current retention activities:<br>1. Pre-Matriculation Academic Summer Session<br>2. Science Study Skills<br>3. Independent Learning Center | Continuation of current activities |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Current recruitment strategies include letters to dental school deans, announcements in professional journals, placement of notices at national meetings. | Continuation of current activities |







[1] Although this goal refers to undergraduate students, the retention of full-time professional school students is equally important.

ST. MARY'S COLLEGE OF MARYLAND
Institution

| GOALS & RECOMMENDATIONS | CURRENT ACTIVITIES | PROPOSED ACTIVITIES |
|---|---|---|
| By 1985 the proportion of the first-time, full-time freshmen who are other-race students enrolled in the public four-year institutions shall be at least equal to the goals shown in Table 35. St. Mary's goal is 8%. | Admissions staff recruits minority students through visits to high schools, personal contact with students and their families, using minority students as recruiters. | Increase visability of ORG scholarships by renaming them after the first black settler of St. Mary's City, Mathias D'Sousa. St. Mary's has applied for a grant to establish a 3-week pre-college program to assist lesser ability minority students in making the transition to college. |
| Four-year institutions shall focus special recruitment efforts on enrolling and graduating Black students in Technical/ Scientific areas at the undergraduate as well as the graduate level. | Continued examination of overall advising system to assist currently enrolled students. Biology major was revised to be better integrated and to offer courses of interest to non-majors. | Increase career counselling activities for all students. Increase computer facilities on campus. Institute a "writing across the curriculum" program to tie an English composition course with an introductory course in biology, psychology, economics, world civilization, and music appreciation. Students may then elect to major in one of these areas. |
| By 1985 each institution shall either attain equal retention rates for Black and White regularly admitted students or improve by 10 percentage points the retention rates of regularly admitted Black students. | Minority student counselor assists students in social and organizational activities. Faculty advisors assist in academic counselling. | Continued advising, counselling and monitoring of minority student progress |
| The proportion of Blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of Black individuals with the credentials required for such positions in the relevant labor market area. | Vacancies are advertised in national publications, metropolitan Baltimore-Washington newspapers, and at traditionally black graduate schools. | Continuation of current activities. |

# APPENDIX

Equal Educational Opportunity
Annual Institutional Report

Part 1

The areas covered by this part correspond to the broad areas included in the Plan to Assure Equal Postsecondary Educational Opportunity. These broad areas are listed on page twenty-five of the Plan. Please provide brief answers for each section under each area, using the following format. Use additional sheets if necessary.

A. Current Status. Provide a quantitative assessment of where the campus is in relation to the goal or recommendation based on fall 1981 data. These descriptive data should include campus-wide totals and such breakdowns as are needed to provide a basis for deciding on courses of action and monitoring future progress.

B. Current Activity. Describe each activity, if any, which is currently underway to help achieve the goal or recommendation.

C. Proposed Activity. Describe each new effort, if any are necessary, to meet the goal or recommendation. These new efforts should be classified in terms of whether they are: 1) an expansion or enhancement of a current activity or 2) a new activity. When efforts beyond those now underway are unnecessary, the basis for this conclusion should be discussed.

D. Anticipated Status. Briefly describe the progress toward the 1985 goal which is expected to be made by next fall. Since the implementation effort is just getting underway, new activities understandably need not be expected to have a substantial impact this soon.

E. Responsibility for Implementation of Current and Proposed Activities. List the title of the person(s) who is/will be responsible for implementing each current and proposed activity. Describe any coordinative mechanism created to aid in implementation activities.

F. Costs of Current and Proposed Activities. Prepare cost estimates for each proposed activity which is undertaken to implement a goal or recommendation. In general, an assumption should be made that the costs of proposed actions will have to be met through internal campus reallocations of funds. Therefore, cost estimates should be as conservative as possible. The commitment to meet equal educational goals and recommendations cannot be based on an assumption that the campus will be successful in obtaining additional resources.

1. Undergraduate Accessibility

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

2. Graduates/First Professional Accessibility

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

3. Enrollments in Fields Where Blacks Are Under-represented

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities:

4. Undergraduate Retention

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activitie.

F. Costs of Current and Proposed Activities:

5. Administrators/Faculty/Professional Employees

A. Current Status:

B. Current Activity:

C. Proposed Activity:

D. Anticipated Status:

E. Responsibility for Implementation of Current and Proposed Activities:

F. Costs of Current and Proposed Activities: